

SCHOOL PROGRESS



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The School Budget — Its Preparation and Application

A Portfolio of Photographs — From the Schools of Quebec

JUNE - JULY • 1952

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS



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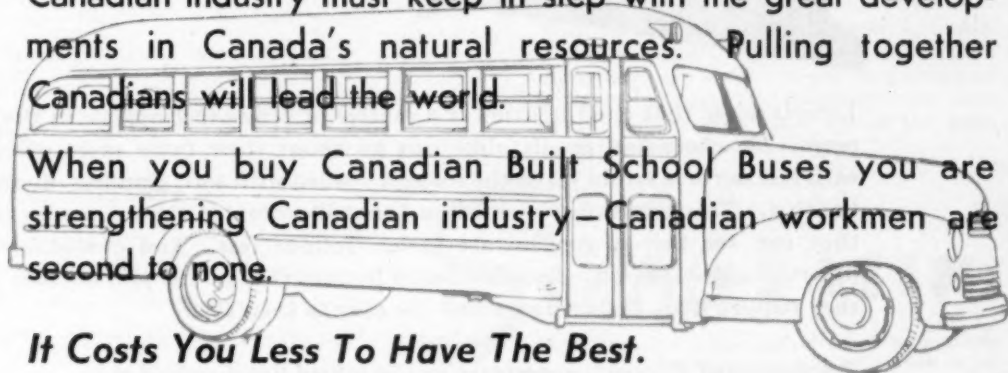
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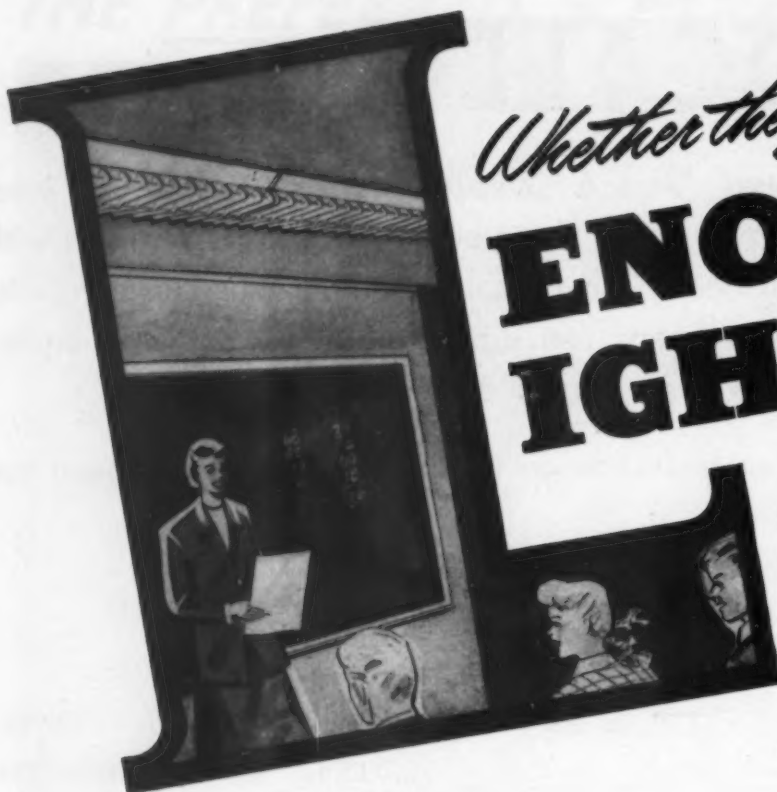
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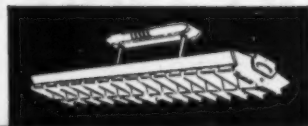
ENOX LIGHTING

helps them both!

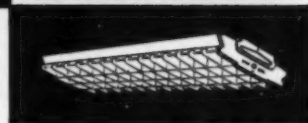
Experts agree that good lighting is a matter of prime importance in the classroom. Teachers and pupils alike can go about their tasks more efficiently, with less nervous strain when the room is flooded with soft, glareless, fluorescent lighting. Teachers and students like Lenox illuminated classrooms because they can see better, concentrate easier, fatigue less. And custodians like the rugged, smartly-designed Lenox fixtures that do the job, because they require little maintenance and are easy to keep clean.

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SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

Vol. XXI

JUNE-JULY

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Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor Harry F. Coles, B.A.
Editorial and Business Offices....57 Bloor St. W., Toronto, Ont.

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

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JUNE-JULY, 1952



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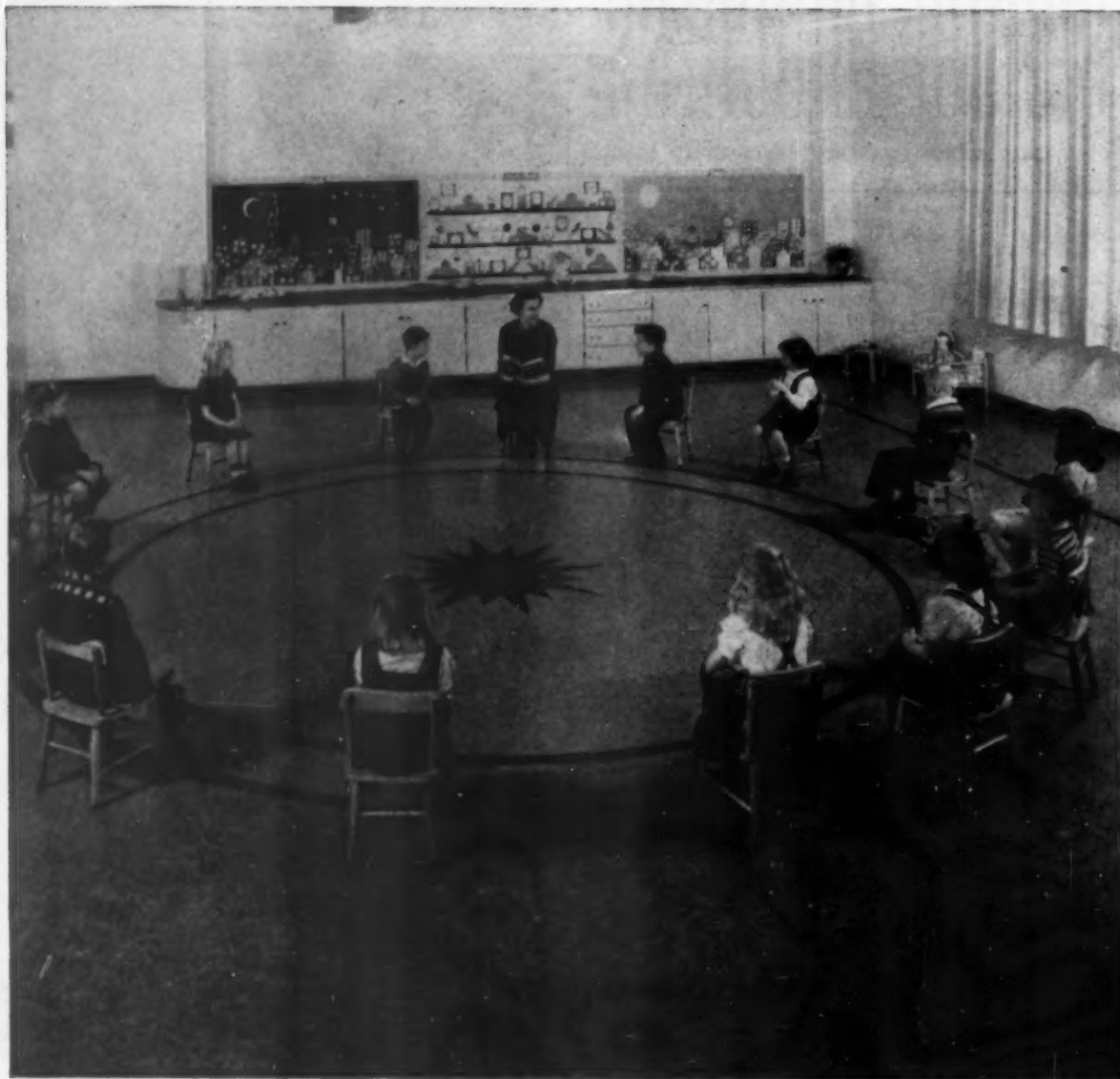


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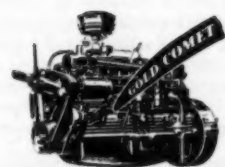
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Belleville's new Queen Elizabeth School is an excellent example of the modern trend in school construction. A one-story, T-shaped structure with Haydite Block walls and concrete ceiling, it was designed by W. A. Watson, Belleville, Ont., and built by the St. Lawrence Contracting Co. Limited, also of Belleville. It contains 12 classrooms, an auditorium, kindergarten, playroom, principal's office and service rooms.

C-I-L Interior Finishes used throughout

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C-I-L ADVISORY SERVICE The Paint and Varnish Division of CANADIAN INDUSTRIES LIMITED welcomes the opportunity to assist in developing colour schemes and suggesting suitable products. Write or phone your nearest C-I-L District Office. Halifax, Montreal, Toronto, Winnipeg, Regina, Saskatoon, Calgary, Edmonton, Vancouver.



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THE SPOTLIGHT ON EDUCATION

Conducted by the Editor

Dr. G. Fred McNally has retired from the Chancellorship of the University of Alberta, which position he has held with honour for the past six years. Dr. McNally is perhaps better known to educationists as the very active Deputy Minister of Education of Alberta from 1933-45.

Dr. W. P. Ferguson, principal of Danforth Technical School, Toronto, has been elected President of the American Technical Education Association for 1952.

Dr. M. E. LaZerte, former Dean of Education, University of Alberta, and past president of the Canadian Education Association, has been appointed Research Director for a Committee of the Canadian School Trustees Association.

Mr. L. A. Daniels, former Supervisor of Elementary Schools, Calgary, has been named Director of Elementary Schools.

Mr. A. P. McNabb of Toronto was elected President; Miss Margaret McCready of Guelph and Mr. A. B. Lucas of London, Vice-Presidents; Mr. A. Maedel, Toronto, Treasurer; Mr. G. W. Finlayson, Leaside, Secretary of the Ontario Educational Association for 1952-3.

Mr. Joseph V. Jacobson has been appointed Superintendent of Education for the Northwest Territories.

Mr. V. S. Ready, a member of the staff of Kingston Collegiate Institute, and Miss D. H. Ryan, on the staff of the Ottawa Normal School, have been selected to receive Imperial Relations Trust Fellowships at the University of London, Institute of Education for 1952-3.

Mr. W. H. Noble has retired after thirty-six years' service with the Alberta School Book Branch, Department of Education, Edmonton.

Mr. D. R. Cameron has been named to succeed Mr. Noble as Manager of the Alberta School Book Branch, Edmonton.

Mr. W. M. McGillivray has retired after three years' service as President of the Saskatchewan School Trustees Association.

Mr. George J. Hindlay of Palo, Sask. has been elected President of the Saskatchewan School Trustees Association to succeed Mr. McGillivray.

Mr. Andrew Currie, Director of Physical Education for the Winnipeg schools, has been appointed co-ordinator of the Schools Civil Defence Programme.

Mr. H. Orville Hayes has been appointed to the new post of Assistant in Personnel and Research, Vancouver Board of School Trustees, Vancouver.

Mr. Charles H. Scott has retired as principal of the Vancouver School of Art, Vancouver.

Mr. H. E. Pannabaker, formerly Supervisor of Junior High Schools and Guidance Services, Calgary, has been named Director of Junior High Schools and Supervisor of Guidance.

Mr. Allan J. Watson, Superintendent of Lethbridge, Alberta Schools from 1924 to 1951, has been honoured by having the town's newest school named the Allan J. Watson School.

Dr. Doris Plewes, acting director of the federal welfare department's physical fitness division, has been elected a fellow of the American Academy of Physical Education. Dr. Plewes is the only Canadian now an active member of the Academy and the first Canadian woman to be so honoured.

O.C.E. Announces a New Graduate Programme in Education

The senate of the University of Toronto gave approval in March, 1952, to new degrees in Education to be conferred on completion of courses offered at the Ontario College of Education. Degrees in Pedagogy

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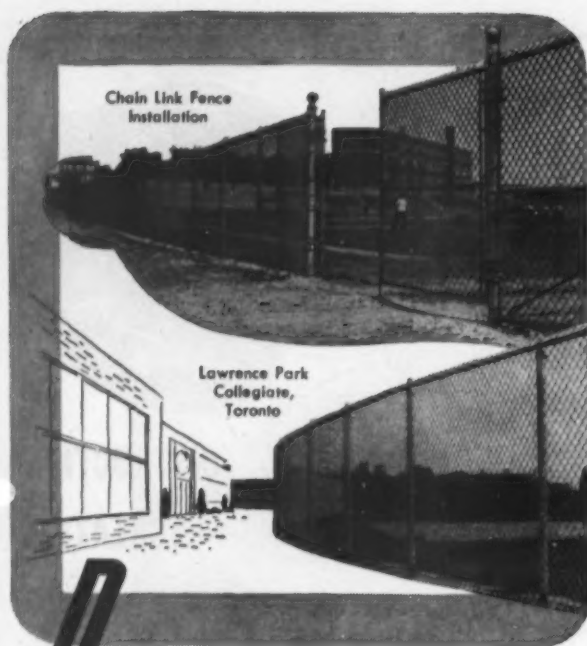
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THE SPOTLIGHT

will be discontinued. The courses and new degrees will be of particular interest to teachers and administrators in all parts of Canada who wish to improve their academic standing but are able to attend university only in summer sessions. Very briefly, the degree programmes are as follows:

Bachelor of Education. Qualifications for admission—bachelor's degree in Arts, Science, Agriculture, Engineering, Commerce, or Education, certification as a teacher after a regular course of training, and one year's successful teaching experience. Attendance requirements—one summer session.

Master of Education. Qualifications for admission—completion of the above B. Ed. programme or its equivalent. Attendance requirement—three summer sessions.

Doctor of Education. Qualifications for admission—completion of the above M. Ed. programme or its equivalent with high standing and success on a qualifying examination for admission to courses leading to the doctorate. Attendance requirement—two summer sessions. (A subsequent doctoral dissertation is the major requirement.)

Courses for the above degrees are also offered in regular sessions, as are courses leading to the degrees of Master of Arts and Doctor of Philosophy in education. Eighteen units of instruction at the graduate level are given in educational history, philosophy, psychology, administration, supervision, measurement, statistics, and guidance, including units on mental health, remedial instruction, curriculum, adult education, and research. During the regular session advanced graduate students have unique advantages for intensive work under an adequate staff whose time is devoted almost wholly to post-graduate studies and research.

National Fitness Council Sponsors Public Recreation Course at U.B.C.

The National Council on Physical Fitness has allotted \$5,000 to help finance a diploma course in public recreation at the University of British Columbia, Vancouver.

The course is being organized at the Council's request because of the need for trained recreation leaders in the smaller towns and rural communities of Canada. It will require a year's study—one academic year at the university and eight weeks of supervised field work. The course will begin next fall, provided at least 20 students are enrolled. The maximum number which can be accommodated is 30.

The Council's grant to the University is designed to provide assistance in organizing and conducting the course. In addition to the grant, the Council is providing funds for the tuition fees of the students enrolled and transportation costs for students from outside British Columbia.

To be eligible for admission, candidates must be Canadian citizens living in Canada, at least 18 years of age with junior matriculation or equivalent educational standing, and with experience in at least two recreational skills. Preference will be given to candidates.

(Continued on page 16)

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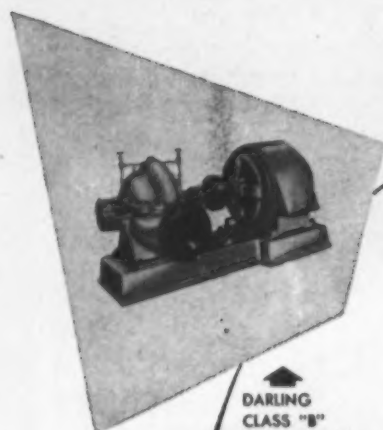
J-M Acoustical Materials include Fibretone* panels, Permacoustic* Tile, Transite* panels and Sanaoustic* perforated metal panels. For a free survey by one of our sound-control experts, or an informative free book on "Sound Control," write Canadian Johns-Manville, Dept. 577, 199 Bay St., Toronto.

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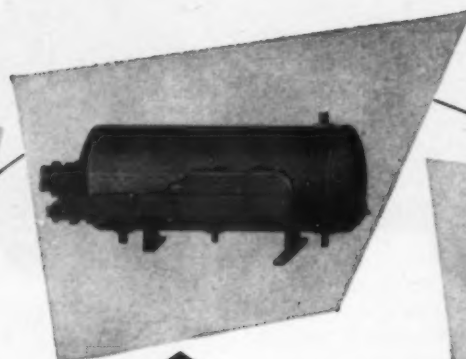


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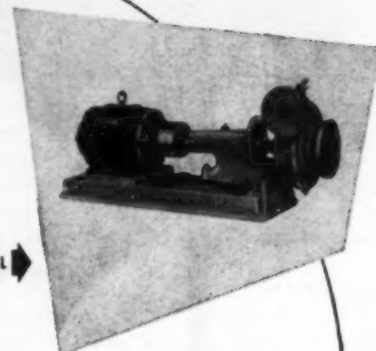
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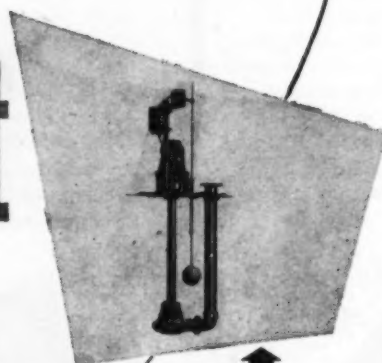


DARLING CLASS
"D" CENTRIFUGAL
PUMP
Bulletin 46C

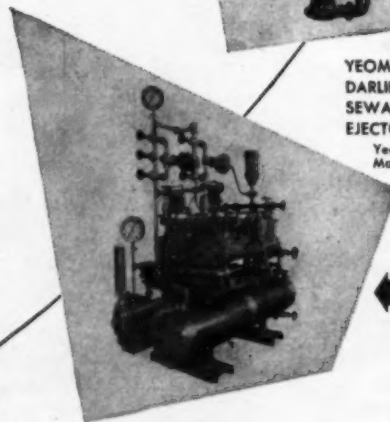


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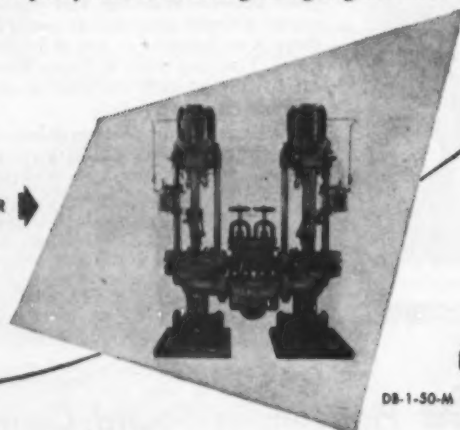
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Vaposector demonstration has often revealed dead insects in numbers never thought possible — simply because they live and multiply in unseen cracks and crevices.

VAPOSECTOR gives more positive control value per gallon than any competitive product. It breaks down into such minute droplets when atomized with specially-designed West equipment, that only one ounce is needed to control flying insects in 1000 cubic feet . . . only two ounces for crawling insects. Compare it with an ordinary mill spray and you'll find Vaposector is over four times as economical in use! West can supply Vaposector as well as special mill sprays and fumigants . . . residual and contact insecticides . . . spraying equipment — a complete insect control program tailored to your exact needs!



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THE SPOTLIGHT

dates who have greater experience in recreation, higher academic qualifications or experience in teaching.

Applications are being handled by the provincial directors of physical fitness or recreation and by the Council's central office in Ottawa.

To Assure Patriotic Atomic Leadership

Twenty English school boys (hand-picked craftsmen apprentices) aged fifteen to eighteen, ambitious to become Britain's leading automatic scientists and engineers of the future, have voluntarily given up their liberty to enter five years of special training at Aldermaston, Britain's biggest and latest and most secret atomic project. During the training period these boys have become voluntarily prisoners for five years with only periodic visits home. They will come out of the plant then to take their university training and afterwards will be expected to return to Aldermaston as full-fledged atomic experts.

The idea behind this plan is not only to assure specially trained atomic scientists for the future, but to protect these key men from possible indoctrination by political ideologies which might possibly turn them into traitors to their country.

Canadian Principal President A.V.A.

At the Annual Convention of the A.V.A. at Minneapolis, Minnesota, Dr. W. P. Ferguson, Principal of Danforth Tech, Toronto, was elected President of the American Technical Education Association for the year 1952-53.

Dr. Ferguson is the second Canadian to receive this signal honour, the first being the late Dr. W. S. Kirkland, who was President in 1931-32.

Giving A Lead

Students at an American University interested in international exchange of ideas and information will be able to work through their newly-formed body "UMESCO"—University of Minnesota Educational, Scientific and Cultural Organization. The student organization has aims similar to those of Unesco and is encouraging foreign students at the University to form its nucleus as a source of information for international understanding.

A heightened air of reality is given to geography lessons for nearly 400,000 British school children because of a personal interest they take in 1,082 of their country's merchant vessels. After "adopting" these ships, the children follow their courses on big wall charts during geography lessons, finding constant fascination in studying details of the places they visit and the cargoes they carry.

According to a report by the British Ship Adoption Society, 900 schools have adopted ships and another 80 schools are queued up to do so. At least half of Britain's Antarctic whaling vessels belong to the scheme. Children have already sent off Christmas gifts and greeting cards to some of their floating "protégés".

(Continued on page 20)

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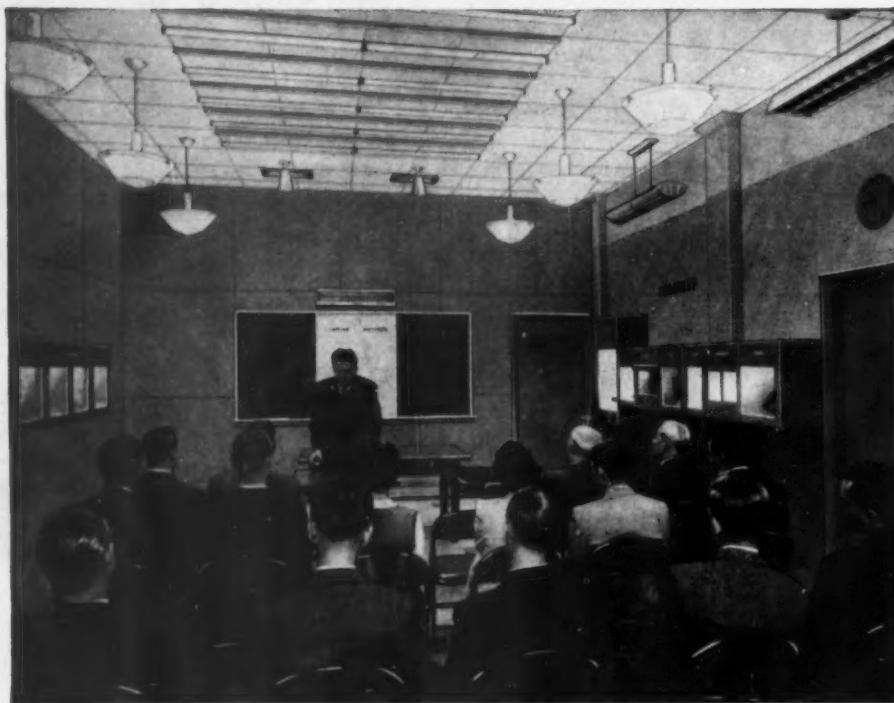
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THE SPOTLIGHT

School for Caretakers, 1952

Each year for the past three years, the Ontario Association of School Business Officials has conducted a School for Caretakers. This project has rapidly increased in effectiveness and popularity. Over 200 caretakers attended the 1951 School held in Hamilton and it is expected that a new attendance record will be set this year.

The Fourth Annual School for Caretakers will be held in Ottawa July 4th and 5th, 1952. The local committee headed by Gordon Haram of the Ottawa Public School Board is handling arrangements. The registration fee has been set at \$6.00 per man which will provide for luncheon on Friday and Saturday and a banquet on Friday evening. Bus transportation is being provided from the hotels to the Fisher Park High School where the convention will be held.

Names of staff members who will attend the school should be forwarded to Gordon Haram, Secretary-Treasurer of the Ottawa Public School Board, 330 Gilmour Street, Ottawa, not later than June 15th, 1952.

PROGRAMME

Ontario Association of School Business Officials

Fourth Annual School for Caretakers
Fisher Park High School, Ottawa
July 4th and 5th, 1952.

FRIDAY MORNING, JULY 4th, 1952

- 8.45-10.00—Registration
- 10.00-10.15—Opening Ceremonies
- 10.15-11.00—Practical talk on Heating and Ventilating
—a paper
Questions and Answers
- 11.00-12.00—Discussion on Floor Maintenance
- 12.00- 1.00—Luncheon

FRIDAY AFTERNOON

- 1.30- 2.30—Panel Discussion on Public Relations
- 2.30- 3.50—Exchange of Experience:
 - (a) Blackboard Maintenance
 - (b) Care of School Desks
 - (c) How to Dust
 - (d) Venetian Blinds
- 4.05- 5.00—Fire Prevention in Schools—a paper
Questions and Answers
- 5.30- 8.00—Banquet

SATURDAY MORNING, JULY 5th, 1952

- 9.30-10.30—Safety in the Boiler Room—a paper
Questions and Answers
- 10.40-11.30—Discussion in Mopping and Sweeping Techniques
- 11.30-12.30 Demonstration of Wall Washing Machine
Questions and Answers
- 12.30- 1.30—Luncheon



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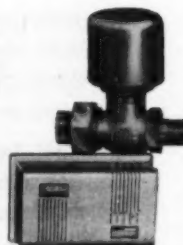
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EDUCATIONALLY SPEAKING

A Professional School in School Business Administration

Canadian school business administrators now have a professional school of their own. Early this year the Ontario College of Education conducted a pilot or explanatory course in School Business Administration, and as a result has inaugurated a full one hundred hour, five-week summer course, July 2nd to August 5th at the University of Toronto. Six of the top business administrators from Toronto's suburban school boards took time off from their labours for five weeks during March and April this spring to discuss with the college staff the major problems faced by school business administrators, to listen to lectures by specialists in associated fields of work, and to help set up a curriculum.

The rapid development of larger units of school administration throughout Canada—the central school district and the township school areas in Ontario—has created an increasing demand for personnel qualified to serve as executive officers to these boards. Yet, nowhere in Canada has there been available any training course in school business administration. The present course, planned with the co-operation of the Ontario Association of School Business Officials, was inaugurated by Dr. A. C. Lewis, Dean of the Ontario College of Education, in an effort to provide a service to the new school boards now requiring the services of full-time business officials.

The pilot course at the Ontario College of Education was organized and supervised by Mr. A. H. King, Lecturer in Vocational Education and former Chairman of the Etobicoke Board of Education in suburban Toronto. Those participating were: Mr. Homer Brownlee, First Township School Area, North York; Mr. Douglas Emond, Etobicoke Board of Education; Mr. C. R. Marchant, Weston Board of Education; Mr. Arthur Ouellette, Forest Hill Board of Education; Mr. Wm. McCordic, East York Board of Education; and Mr. J. K. McKee, Leaside Board of Education.

The pilot course was not so much a training course, as an exploration of the field of school business administration. It attempted to give some attention to all aspects of the work of a school business official. Purely business matters were treated, such as fire insurance rates, purchasing, budgeting, accounting, and office organization. On the other hand, an attempt was made to review some of the educational background so necessary to the school secretary if he is to be the executive officer and often the adviser of the board. The local and central administrations of education in Ontario, the financing of education, modern trends in education as they affect educational costs, and school-board—municipal-council relationships were the broad fields covered in this aspect of

the course. Periods were devoted to such matters as new buildings and additions, personnel relations, debenture issues, functions of the business administrator and his relationship to other school officials, building maintenance and caretaking, legal advice, departmental forms, and the grant system.

In a course of this nature, with such top-ranking administrators taking part, the members of the course learned as much from one another as from the lectures, especially in the topics dealing directly with the business side of their work. But the course did bring out the types of topics best suited to such a course, the proper procedure to follow, and the types of problems which are met, at least by administrators of the larger boards. The participants of the pilot course prepared detailed outlines, as their course assignments, of the following aspects of the course: Education; control of education; financing education; accounting in an educational system; school buildings and their maintenance; public and personnel relations in education. These outlines are being used in preparing the summer course.

With the experience of the pilot course behind it, the College is proceeding to offer an Experimental Summer Course in School Business Administration from July 2nd to August 5th. Mr. E. Brock Rideout, Lecturer in Educational Research, is organizing the course and will supervise it. Mr. Rideout served for four and a half years with the Secretariat of The Royal Commission on Education in the field of Educational administration.

The summer course is being advertised as a training course for newly-appointed business officials, as a refresher course for those who are experienced in administering school business affairs, and as an orientation course for those not now in the profession who seek to obtain positions as school business officials. Only a limited number of applicants in the last category (persons holding a permanent teaching certificate or having business experience) will be accepted this summer. The enrolment will be limited to approximately 25, with preference being given to applicants having a position as a school business official.

It is hoped that school boards throughout the province will co-operate fully with members of their staffs wishing to take the course, in allowing time off and even to the extent of helping defray their expenses in attending the five-week summer school. It is an opportunity long awaited, and one which should be recognized by boards as of prime importance to the future of school administration in Ontario, and indeed throughout the Dominion. This is Canada's first attempt to establish a professional school of school business administration. Let us make it a success from the start.

(See outline of Summer Course, page 32)

More About the Importance of Languages in the School Curriculum

While we in Canada are bemoaning the fact that our schools are turning out illiterates in the English language and literature, it would appear that we are not alone in our trouble as the following editorial in the Educational Supplement, London *Times*, is witness:

"Bewailing the illiteracy of science students is one of the educationist's chief ways of passing his public time; and more evidence to lend substance to the complaint is always coming in. This week a correspondent writes from the Cavendish Laboratory to say that he has to teach his research students to marshal their arguments in grammatical written English, and rightly says that this is no proper responsibility of a director of research. The Cavendish Laboratory is where one would look for the brightest products of the science departments of grammar and public schools, and it is a serious indictment that even the most famous of these schools do not equip their best scientists with the minimum of skill in language essential to their further studies."

Further from England: Sir John T. Sheppard, Provost of King's College, Cambridge, visiting in Canada last month, decried the modern trend of schools to rely on a multiplicity of "interesting" subjects instead of ground work and scholarship. If, as many English educators claim, standards in English have declined, he thought the cause was to be found in the general retreat from the teaching of languages, both English and foreign. Objecting strenuously to any sharp division between science subjects and the humanities, he said that if the apparent division continued he believed that scientists would shortly find themselves with a host of good technicians but no leaders. He stated that the solution to the problem most heartily approved by English scientists was more stress on the fundamentals including foreign languages in elementary and secondary schools. Indeed, it was his personal opinion that the English language cannot be taught adequately by itself but needs a background of foreign language study for complete success. (As Sir John is a classical scholar he no doubt means a return to the study of Greek and Latin as well as modern languages).

In the United States too, educators seem to be thinking along much the same lines. At a recent conference of educators and teachers from high schools, colleges and universities from all parts of the U.S. and several foreign countries, the teaching of languages in the schools of America was the most important subject of discussion. The findings of the conference on the main point of discussion as reported by *School and Society* was as follows:

"It was recognized at the conference that there are again voices abroad in the land crying out loudly against the continuation of the study of foreign languages in high schools and colleges, and that some of the more 'advanced' among these voices are ready also to move an exclusion act against the study of English literature."

"But there was also considerable concern over the anti-language bent of many of those now energetic in movements for widened educational opportunity, for it is clear that if such views are accepted the young people in the schools are almost certain to be given an inferior kind of education."

"No adequate substitute for the study of language and literature has yet been found, and those interested in promoting the wider adoption of some new 'more democratic' subject matter, misled by quantitative enthusiasms, are in real danger, therefore, of merely giving wider currency to a debased article. For a watered-down education is in fact a counterfeit one and short-changes the younger generation."

"The beginning of educational wisdom is recognition of the fact that language is basic to mental activity. It is therefore an all but indispensable key to understanding, and it would seem incredible that there could be a school of thought which supposes education can proceed without serious and primary attention to verbal considerations."

"It is the opinion of the conference that, if a truly democratic education is to be made more widely accessible, our aim should be to extend and improve the chief instruments making for quality in present educational practices, instead of discarding them. All students, those who will go on to college and those who will not, should be given as much instruction in language and literature as possible, for this is the staple of the best education."

* * * *

In Canada in May professors of English from Canadian universities, seventy-five strong, met at the University of Toronto to discuss the same problem. They found that a new form of illiteracy, namely inability to use the English language properly, is general in institutions of higher learning right across the country. It was the general opinion that mastery of the English language is becoming increasingly rare in the young men and women who graduate from high schools and who enroll at the universities. Some of the applicants appear to have only a nodding acquaintance with the rules that govern their mother tongue. Grammar, spelling, punctuation and expression are given little thought by the students. However, the conference did not seem able to arrive at any definite solution.

But the Ontario Department of Education is not waiting for any leadership from the profession. Dr. W. J. Dunlop, Minister of Education, has announced that the Department of Education in collaboration with the universities of Ontario is now working out a better distribution of the present requirements of grades 11, 12 and 13 for college entrance. In this task, which will be continuous, *particular attention is being given to the development of sound work habits and to the improvement of English usage and comprehension in the elementary and secondary schools.*

* * * *

French Canadian Education

In his Quance Lectures delivered last year at the University of Saskatchewan, Dr. W. P. Percival, Director of Protestant Education for the province of Quebec, in our opinion, rendered a most important and significant service to Canadian education and, indeed, to Canadian unity generally. His subject was "French Canadian Education in the Province of Quebec". Perhaps no other Canadian whether of English or French origin is better qualified to interpret the methods of French Canadian education to other Canadian educationists than Dr.

(Continued on page 42)



Few schools in Canada can boast as beautiful a school building and campus as Galt Collegiate Institute and Vocational School.

Galt, Ontario, Celebrates

100 YEARS OF SECONDARY EDUCATION

T. H. WHOLTON, Principal.

ON the twenty-first of January, 1852, there appeared the following advertisement in the *Dumfries Reformer*, Galt, Ontario:

"Galt Grammar School, Michael C. Howe, A.B., Scholar of T.C.D., Master. The trustees of this institution having secured the services of Mr. Howe, whose Attainments are of the Highest Order, beg leave to acquaint the Parents and Guardians of Children who may wish to avail themselves of its advantages, that it will be opened (D.V.) for the Reception of Pupils, on Monday, the 2nd of February next. The School will be held for the present in the Town Hall, and Classes will be formed, to prepare for the Exhibition in Upper Canada College, and for Scholarships in Trinity College and the Univer-

sity. Terms: For classics and English, \$4 per quarter. For English alone, \$3 per quarter." (I am indebted to Mrs. T. D. Cowan, President of the Waterloo Historical Society, for the copy of this advertisement).

In 1853 Mr. William Tassie, who was operating a school in Hamilton, was appointed head of the Galt Grammar School.

Regarding Mr. Tassie, Dr. Carscadden summed up as follows: "He was a good sample of the Old Dominion who believed that the rod was the best remedy for indolence, indifference, listlessness, and laziness."

In studies Latin predominated. In literature no attempt was made to show the thought of the author or to point out felicities of his diction

or the beauties of his style. Minute attention was given to points in grammar or quantities in scansion and to mythological allusions." The only other subject was mathematics.

The games played by the boys were football, baseball, and cricket. Mr. Tassie never participated. He was as inaccessible as a mountain peak. He was known to watch cricket matches sometimes, believing that this game was the most useful in the making of gentlemen because unseemly differences of opinion between the spectators and players on the one hand, and the umpire on the other, did not arise.

But there is definite evidence that Mr. Tassie built a great school. (a) Upper Canada College had been established in 1829 with a brilliant



The Main entrance of the school is an architectural Gem, and point of pride for Galt.

staff and well backed by grants. And for some years U.C.C. stood in place of a Provincial University. The grammar schools of Ontario were instructed to model their courses upon that of U.C.C.; first, because it was a good course, and second, because many boys who began their studies at other grammar schools were compelled to finish at U.C.C. So well did Mr. Tassie meet the challenge implicit in these instructions, that his school came to be grouped with U.C.C. in the minds of men everywhere. As late as 1926 Professor Maurice Hut-ton writing in the June issue of *The Canadian Magazine* referred to "The two or three picked schools of the seventies of the last century, U.C.C. and the Galt High School chiefly". (b) During the forties the Provincial authorities had appointed committees to inquire into the state of education in the province. They reported that it was not good, and one of the points they made was that fathers could send their sons to be educated in the States, and have

them obtain a better education at very little extra cost, even when the expense of travelling back and forth was included. In so far as his own school was concerned Mr. Tassie reversed that trend. Boys came to him from many parts of the States as well as from all over Canada. In 1871 Queen's recognized his achievement by conferring upon him the degree of Doctor of Laws.

In 1872 his school headed the list of six schools on which were conferred the name and privileges of Collegiate Institutes. (Local Colleges).

The six schools were:

School	Masters	Average Attendance of boys in classics
Galt	12	120
Hamilton	4	74
Peterborough	4	73
Cobourg	4	65
Kingston	4	63
St. Catharines	4	62

This means that the school was

increasingly required to meet Provincial standards and conform to pedagogical methods which were uniform throughout the Province. This Dr. Tassie was either unable or unwilling to do, and the school went down somewhat and suffered a loss in attendance. In 1881 he and his whole staff resigned. But he will always be remembered and honoured as the man who built the solid foundations of the school.

The Board chose as his successor Mr. John E. Bryant, M.A. (Maths) Tor. who was then head master of Pickering College, and who had had successful experience as principal at Whitby and Clinton. Dr. James McQueen who attended this school seventy years ago, describes him as efficient and popular. Girls were admitted to the school and offered the same courses as the boys. A literary and musical society was formed, sport was encouraged, a teacher of painting and drawing was engaged and also a teacher of commercial work, and the school immediately regained its former prestige. Mr. Bryant suffered an almost complete loss of hearing and resigned in 1884.

His successor was Thomas Carscadden who had come to the school with him in '81 as English master. He was to continue as principal for thirty years, a long period of steady growth and achievement. The original building had been a long, narrow stone rectangle, but by 1876 wings had been built to the west and east making a cross-shaped building two stories high but not fully occupied. As the enrolment increased the whole of this building was used and the coal stoves dispensed with in favour of a hot water heating system. In 1885 Dr. Carscadden had the pleasure of having the Prince of Wales scholarship come to the school. It was won by Harry Cody, a boy who entered in '81 at twelve years of age. In 1894 Mr. R. S. Hamilton joined the staff as Science master, a position which he was to hold for the next forty years, during which time he became one of the best known and most popular men of this whole area.

In 1899 Cadet Corps. No. 21 was organized and trained by Col. A. J. Oliver, and in 1901 Miss J. W. Car-

(Continued on page 28)

Recollections Of School Days At Tassie's—James E. Kerr, Galt, Ont.

It was in August, 1859, that my father, who then lived in Doon, sent me, a lad of twelve years, to the Grammar School at Galt. With the exception perhaps of Upper Canada College it was regarded as the best Preparatory School in the Province. This enviable reputation which it had acquired was entirely due to the merits of its headmaster, Mr. William Tassie, an M.A. of Toronto University, and afterwards, in 1871, honored with the degree of LL.D., conferred upon him by Queen's College, Kingston. Mr. Tassie was Principal of the school for twenty-eight years.

During the Tassie regime the school was much more than a local institution, for thither came from all parts of Canada and even distant places in the United States boys whose parents were desirous that their sons should receive the best educational training then available. In order to accommodate this large influx of pupils the Head Master found room in his own house for about forty boys, and about fifty or sixty were placed in houses in the town.

During the four years of my attendance at the school I boarded in Dr. Tassie's house. Though one of the largest houses in the town, for forty boys the accommodation was somewhat limited. A play-room was much needed, but, as the necessity of such a room had not been foreseen when the house was planned, we were obliged to betake ourselves to our bedrooms when the inclemency of the weather or other reasons prevented us from seeking recreation on the playground. The noise we made in our dormitories frequently brought us into trouble with Dr. Tassie, whom I am sure we very often disturbed, but who I think was not very severe with us considering the provocation we must have given him.

At seven in the evening we were called in from our games to prepare the lessons for next day. I usually spent the larger part of my time puzzling out with the aid of a lexicon the twenty or thirty lines of Virgil or Horace which had been assigned to study. The translation was undertaken first, then the construction of the sentences, and lastly the division of the lines into metrical feet. Our translations were very bald and literal. Dr. Tassie made no attempt to show us the thought of the author or to point out the beauties of his style and the stress and strain of our endeavours to get the barest translation to hang together so as to make sense prevented us from seeing the felicities of diction of the author. There was no continuity about the translation. We did not go back to pick up the thread of the narrative that had been dropped the day before. Minute attention was, however, given to points in grammar or quantities in scansion and to the mythological allu-

sions which were profusely scattered over the text. The fortunes of the gods and goddesses, demi-gods and heroes, with their parentage, fightings, deeds and labors had to be memorized. While busy with our lessons the Master watched us closely, either from his desk or in walking about the room, to see if any were idling or scheming. At nine o'clock with a sigh of relief, though with a secret dread of the ordeal which awaited us on the morrow, we put our books back into our satchels, and after the reading of a portion of Scripture and prayer we were dismissed.

On Sunday we all attended the Church services. More than half of the boarders were Episcopalians. Dr. Michael Boomer was the English Church clergyman. I can recall nothing of his preaching, but I remember that he was a very fine reader. His reading of the Prayer Book and of the Scripture lessons was the best that I have ever heard. Old Knox Church which I attended was an exceedingly plain barnlike structure. In it the ideas of the old Scottish reformers in reference to church building had been carried out with a faithfulness that would have pleased the iconoclasts of John Knox's day.

Instead of a full holiday on Saturdays, Dr. Tassie thought it better to give us half holidays on Wednesday and Saturday afternoons. Our amusements in summer were chiefly bathing and boating. The boys who were learning to swim went to the Mill Creek where the water was comparatively shallow, but when they were able to swim perhaps fifty yards they were allowed to bathe in the river near the school where the water was deep. Fortunately no drowning accidents ever occurred. Dr. Tassie had one or two rowboats for the use of the boarders, and many a half-holiday we spent upon

the river which for a mile or more above the school was deep enough for rowing.

The Grammar School in 1859 was a long, rather narrow, one-storey stone building with no pretension to style or beauty of any kind. It was substantial, that was the most that anyone could say for it. It had not even a belfry or cupola to relieve the dull monotony of its outline or to show that it was not some small factory or storehouse. It stood on the site of the present Collegiate Institute. At the back of the school the ground sloped rapidly down to the Grand River and in front of it a wide expanse of stumpy field lay between it and the Preston road. To the south of the school grounds no C.P.R. bridge or unsightly embankment then cut off from the school the view of the pretty little town of Galt, lying almost a mile away in the valley below. The school contained two classrooms separated by a transverse hallway. The room in the south end was used by the mathematical master and across the hallway was the door of the north room in which Dr. Tassie taught. Entering by this door the visitor saw to his right a row of desks at which were seated the senior boys, and to his left along the full length of the west wall ran a bench occupied by the juniors. There still remained a large open space down the middle of the room. Here the floor was marked in chalk with squares and circles which might have suggested to the visitor geometrical problems awaiting solution, but which were merely intended to indicate the lines along which we were to place our toes when our classes stood up for the recitation of lessons. Maps hung on the west wall and at the north end of the room there was a large blackboard. On a raised platform at the end was a table and the chair of the head-master.



The campus of Galt Collegiate Institute and Vocational School would grace any university.

1852 One Hundred Years of Steady Growth 1952

In 1852 the curriculum of Galt Grammar School consisted of: The Classics (Latin and English) and Mathematics. Enrolment was in the neighborhood of 100 boys.

* * *

In 1952 the curriculum of Galt Collegiate Institute and Vocational School is organized as follows:

General	Commercial	Industrial
English	English	English
History	History	History
Physical Education	Physical Education	Physical Education
Cadet Training	Cadet Training	Cadet Training
Music	Music	Music
Occupations	Occupations	Occupations
Geography	Jr. Bus. Pract.	Geography
Mathematics	Penmanship	Mathematics
Latin	Geography	Drafting
French	Mathematics	Electricity
German	Typewriting	Auto Mechanics
Greek	Bookkeeping	Woodworking
Science	Stenography	Science
Shop Work	Office Practice	Machine Shop
Household Science	Household Science	Art
Art	Economics	
	Art	
Leading To:	Leading To:	Leading To:
University	Office Work	Auto Mechanics
Doctor	Typist	Building Trades
Engineer	Bookkeeper	Electrical Trades
Teacher	Cashier	Engineering
Lawyer	Stenographer	Drafting, etc.
Normal School	Secretary	Metal Trades
Nursing School	Retailing	Machinist, etc.
Banking	Banking	Woodworking
Chartered Acct.		Carpenter
College of Art		Cabinetmaker, etc.
Enrolment in 1952 is	775 pupils	
Accommodation in 1952 is for the full composite H. S. program		
Auditorium (Tassie Hall)	700 seats	
Gymnasias (40' x 80') and (40' x 50')	2 rooms	
Lunch Rooms	2	
Library (Reading room and work room)	2	
Standard Classrooms	20	
Science Laboratories	3	
Art room	1	
Typewriting rooms (65 machines)	2	
Business Machines room (18 machines)	1	
Home Economics Department (Household Science and Household Arts)	2	
Industrial Arts Shops (Drafting, Woodworking, Machine Shop, Electric, Auto Mechanics)	6	

ter, the first woman member of the staff, was appointed. The school had about trebled in enrolment since Bryant's day and a new building was required, so the corners of the cross were filled in, a third story added, and in 1906 a building which was a stone cube, if we ignore the shape of the roof, was opened.

In 1911 the first permanent secretary was appointed and Dr. Carscadden says that a better choice could not have been made. Miss

Jaffray still has a loyalty for this school which amounts to jealousy for its good name.

In 1914 Thomas Carscadden left the principalship and resumed his position as English master, which position he was to fill until 1924, when he finally retired, having taught school for fifty-four years, forty-three of them in Galt. When I knew him he seemed rather frail, but he could not have been, for he lived for another ten years and died in May, 1934 at the age of 86.

He had become one of the leading secondary school men in the Province and the degree of Doctor of Laws was conferred upon him by the University of Toronto in 1925. His manner was courtly. For example, there were many of us who had come to the school in '23 fresh from the College of Education when the staff had been expanded, and we were all entertained graciously by Mrs. Carscadden and Dr. Carscadden. He would always prefix his invitation saying, "Mrs. Carscadden sends her compliments, and would you come to dinner, etc."

The local newspaper at the time of his death published several columns about his long and interesting life, and I think that the account was most happy in one brief sentence which said "His was a quiet power".

During the last years of Dr. Carscadden's principalship the vocational education idea was very much in the air, and when his successor Mr. A. P. Gundry was appointed it was with the idea that he would devote much of his time to its development. But as Mr. Gundry stood upon the station platform in Strathroy waiting for the train which was to bring him to make his home in Galt he heard the news that we were at war, and so the vocational education development was necessarily left in abeyance. Mr. Gundry threw himself into the direction of all those things that a school can do in time of war. Three hundred and forty-eight of our pupils and ex-pupils answered the call. There were awarded to them one V.C., two French Legion of Honour medals, sixteen Military Crosses (four of them with bars), two D.S.O.'s, one French Croix de Guerre, one Belgian Croix de Guerre, one D.C.M., one O.B.E., one D.F.C., four Military Medals and numerous Mentions in Dispatches. I am quoting from Miss Jaffray's meticulously kept records. When it was over, 47 men and one woman had made the supreme sacrifice.

In 1919 there was an agitation to change the Education Act to effect a more equitable distribution of the costs of secondary education, between the municipalities. The Galt Board took a leading part in this effort and when they were success-

ful they proceeded with the development of vocational education. It was then necessary for Mr. Gundry to apply himself to the task of conducting a school and building a school at the same time. Plans were accepted which called for additions to both north and south ends of the stone cube in Scottish baronial architecture, as it was thought that that type would harmonize best with the rugged but nondescript existing style. The result, you may judge for yourselves. Our present building may not be one-hundred per cent harmonious architecturally, but many people think that it has character. The last bill for equipment was paid in August, 1925, and in September Mr. Gundry died. He had known for some considerable time that the number of his days was short, but he never let up and never forgot or allowed anyone else to forget that there was a job to be done. And there is quite a large number of eminently successful members of the teaching profession in Ontario to-day who received their first training from Mr. Gundry. In the summer of 1925 died also Mr. MacGeorge, the old caretaker who made his home on the school grounds for over forty years and who was known affectionately to everyone as "Old Mac".

At the end of 1925 many changes seemed to occur simultaneously. The old appointed board ceased to exist and an elected board of new members, with the exception of one man, assumed control. There was a new building, because the additions were greater than the original. There was a new job to be done in the development of a technical department. There was an evening school as large as the day school. And there was a new and inexperienced principal, namely T. H. Wholton.

Within the school there were three institutions which turned out to be very helpful. (a) The School Captaincy. Through the generosity of the late Dr. Thomas Porter a former pupil, a school captaincy was set up, and the following year the Staff Players Club founded a Girl Captaincy along similar lines. (b) The Staff Players Club. This organization served three purposes. First, it gave the recently increased staff an opportunity to play togeth-





Few Secondary schools in Canada are as well equipped to teach all departments of the industrial arts and crafts. There are six shops.

er and thus become a better team. Second, it showed the pupils that teachers were human enough to enjoy strutting their hour in borrowed plumage, or that if they did not enjoy it they were willing to do so for the good of the show. And third, it did a public relations job for us. For example: When the first curtain rose on the first play the present principal of the Ryerson Institute of Technology (H. H. Kerr) was discovered embracing one of the woman members of the staff down stage centre. Tassie Hall was packed, many having come, no doubt, to see a group of teachers make fools of themselves; and the roar that went up was such that I was very thankful that Tassie Hall was built of stone and on the ground floor. The embrace was perfect. I had arranged it myself with great difficulty because neither of the players seemed to have had any experience along those lines. (c) The annual Service of Remembrance, brief, simple, as formally correct as we can make it, with a maximum of pupil participation, and a ritual unchanging from year to year. It seems to stand out in the memories of former pupils. Moreover it is good training. On the news of the King's death in February we were to hold, without forewarning, a service at which the deportment of our pupils was exemplary. No group of adults ever, anywhere or at any time could have shown by their attitude a more deeply felt and dignified grasp of the meaning of the news which we had received in the morning.

In 1927 the Prince of Wales Scholarship was brought to the school again by Miss Christine Elmslie.

Before we had had time to graduate more than two small classes from our new technical department the jobs for which we were preparing the boys were no longer to be had, for then began those long years when speakers going up and down the land and writers in magazines told us that teachers were doing a great job because there were many pupils in the schools in those days who if they were not in school might be riding the rods or in jail. So we assumed the role of policemen. We have very recently been called baby-sitters, but we know that no matter what they call us we are the same old pedagogues to whom the Roman patricians gave the responsibility of keeping the rising generation out of their parents' hair. But we think the job is well worth doing and we like it. Out of adversity come some good things. For example, depression conditions hastened our decision to employ a full time librarian, and this was done in 1931. In the same year two more rooms were added to provide science laboratories for the vocational school.

In 1934 the legislature decreed that municipalities of more than 1200 population should pay the full cost of secondary education themselves instead of having the cost spread over the entire county. The town of Preston decided that this being the case they would prefer to pay for their education in Pres-

ton. Consequently they withdrew from this school 175 pupils. This left the Galt board with no alternative but to cut their losses, and as a result our staff was decreased slightly over one-seventh, that is, by five teachers; and our machine shop closed. This shop, however, was almost immediately turned over to the Provincial Youth Training Organization and so did not stand idle. The teachers noticed the Preston withdrawal most because it took out of our schools some very good pupils judged from the academic viewpoint. The pupils and general public noticed it because we lost a number of very good football players. Preston had always contributed to the personnel of the football team out of all proportion to their enrolment.

The sport which had been encouraged first by Mr. Bryant developed toward the end of Mr. Carscadden's day into teams which competed successfully for the Hough Cup. The donor of this trophy is alleged to have stipulated that when competition for it ceased, it should come to rest in this school. And I think that there are some senior citizens who have not quite forgiven me for not finding this Cup and bringing it back here. I have never seen it and have no idea where it is. But since hearing about it, my admiration for those two or three knights who did succeed in finding the Holy Grail, has increased greatly.

In the early days of this century soccer seems to have been dropped

(Continued on page 41)

THE SCHOOL BUDGET

Its Preparation and Application

C. H. R. FULLER, BUSINESS ADMINISTRATOR, BOARD OF EDUCATION, TORONTO

THE preparation of the school budget is, to my mind, the most important matter carried out by a Board of Education or school district. Whether the school board district be small or large, it should operate on a budget system. The school budget is in general a document which indicates for a definite period of time, usually a year, the financing and educational programme of the school system. It may be an extensive record or may be simple and modest for smaller districts. Whatever its size, the principles involved are the same.

Its purpose actually is to tie up together or to correlate the educational programme with finances available. Usually it is assumed that a school system is a going concern, and must be financed to keep it running as it exists. Some budgets include a story of the educational activities as a part of the budget. This section not only draws attention to extensions or new features but gives information on school fundamentals. Some cities, notably Los Angeles, and Rochester, N.Y., have gone far in selling the annual budget to the public by means of charts, pictures of school activities, etc. Usually budgets are not so elaborate, but show in more or less detail the estimated expenditures and the probable revenues, preceded by what is sometimes known as a budget message, indicating details of the financing, such as changes in assessment for tax levy purposes, explanations of increases or decreases in certain parts of the budget, etc.

If the expenditures and revenues do not balance, then the budget is not workable. In fact, a real budget does not exist in that case.

Where a tax levy is made to produce revenues to operate the school system, the effect of the financing on tax levy figures often determines the approval, or otherwise, of educational policies. Usually, all expenditure items are studied with reference to others. The desirable remain in the budget and the least

desirable are dropped. In order to reach a certain tax levy, it may be necessary to reduce some items which the Board of Education feels are not as important as others, and the advice of the Educational officer or Superintendent of Schools must be considered, not only as to their first cost, but the cost in future years.

The budget is not the work of any one person, although one department, usually the Business Administration department, should be responsible for its compilation, and may act as a central point for putting together the material received from all over the school system.

In some cities where the Board has standing committees, parts of the budget may be placed for consideration before one committee and other parts of the budget before another committee, but the Board itself must finally review the budget.

The financial section of the budget should be preceded by a general budget summary which is usually set up in general headings to cover totals of:

- Administration estimates
- Instruction cost estimates
- Operation of School plant estimates
- Maintenance of School plant estimates
- Debt charges and any proposed capital requirements.

It should also show the revenues from such sources as grants, fees, rentals, surplus accounts, etc. A statement then should be given, indicating what amount will have to be levied on the assessment and the rate produced.

Both expenditures and revenues should have columns in the summary sheet giving the current estimate, the amount actually spent the previous year, and the budget amount for the previous year. Some budget figures are set up with comparisons for five years back.

All this information can only be produced by having a proper ac-

counting or bookkeeping set-up for indicating proper costs and probable future costs. This applies to small school districts as well as large ones.

Now what about the supporting data which should be submitted with the budget summary? It should be said here that each and every item of expenditure should be included. The question as to how much detail should be shown is open to argument.

A few years ago there was a demand for highly itemized estimates. This may have been because of disclosures of misuse of public funds in badly managed municipalities. Some authorities say that the trend is away from the use of rigid, detailed appropriations. Personally, I think the so-called lump sum type of budget has not enough detail in it.

A budget which shows reasonable totals under certain headings, and is supported by schedules indicating how these totals are made up, is much more desirable. This allows the administrative officers some play in carrying on the work and yet preserves the budget plan and protects over-expenditures. Salary schedules giving details as to number and location, and salaries of all employees under different classifications, should be attached to support the totals of salaries shown in different sections of the budget. Since between 75 to 80% of the total expenditures are salaries, this should be shown clearly.

It is not my intention, in this paper, to go into the detail of various accounts making up the budget. I was asked to cover the preparation and application of the budget.

When is the budget prepared? It is submitted to the Board of Education early in each year, where the fiscal year ends December 31st, but the actual preparation of it goes on all year. In large systems the preparation of the part of the

(Continued on page 46)

Experimental Summer Course In School Business Administration

Ontario College of Education, University of Toronto, July 2-Aug. 5, 1952

(Four hours of instruction, discussion and workshops daily Mon. to Fri.)

Letters of Standing will be Issued Successful Students

Admission Requirements

Applicants must have: (a) a position as a school business official in Ontario (preference will be given this year to this type of applicant); or (b) a permanent teaching certificate valid in Ontario; (c) business experience, and training in accountancy and similar courses; or training in the operation, maintenance, and purchasing fields in school administration. (Only a few of the last two groups will be accommodated this year.) Registration fee is \$75.00.

Staff Organization

The Experimental Summer Course in School Business Administration will be organized and supervised by Mr. E. Brock Rideout, Lecturer in Educational Research at the Ontario College of Education. Lecturers and discussion and workshop leaders will be drawn from among persons who are specialists in their fields in the business world, the Department of Education, the Ontario College of Education, and from the ranks of practising school business officials and local supervisory staffs.

General Outline of Course of Study

The course will attempt: (1) to provide background information in the field of educational administration which will make the school business official better qualified to act as the executive and often the adviser of the board, and against which he can assess the multitude of duties he must perform; and (2) to provide for the adaptation of standard business practices to the peculiar needs of a local school system, through advice from school business officials with experience in the field, through interchange of ideas, and through conferences with specialists in particular aspects of school business.

I. Educational Division

- (a) Control of education; central and local education authorities; control in other English-speaking countries; school-board versus municipal control.
- (b) Organization and administration of schools in Ontario (provincial and local) school Acts, regulations, circulars, etc.; school-board organization, size, remuneration, terms of office, methods of operation.
- (c) Financing education in Ontario; assessments, grants, local and provincial tax sources, need for planning, types of grant plans.
- (d) School officials (relationship between school business official and superintendent, inspector, principals, teachers, board members, departmental officials; duties and responsibilities).
- (e) Trends in education and their implications for school accommodation and costs.
- (f) Changing theories and practices in education as they affect the business of the board (art, music, physical education, guidance, auxiliary classes, etc.)

II. Business Division

- (a) Public Relations (with public, parents, business firms, etc., including school and community relationships).
- (b) Office Practice (minutes and agenda of board and its committees; custody of official records, contracts, deeds, etc.; correspondence of board; official and other reports; office organization and procedure, filing, etc.; office equipment, etc.).
- (c) School Plant (procedure in the planning and expediting of additions and new buildings; sites;

building codes and requirements; costs; materials; architects; trends in school accommodation and equipment; heating, lighting, ventilating, and sanitary facilities; water supply; fuels; specifications and tenders; operation of other facilities of board—permits, rentals, stadia, vehicle fleet, etc.).

(d) Maintenance of School Plant (floors, lights, decorating; caretakers' duties; repairs of buildings and equipment; grounds; alterations; supervision of operation; after-school use; cafeteria operation; inventory, control, and delivery, of supplies and equipment).

(d) Departmental Forms.

(e) Board Business and Finance (planning of; relationship to municipal treasurer and other officials; assessment; annual budget; accounts and control of expenditures; assets and liabilities ledger; distribution ledger; pay-roll ledgers; trust accounts; income tax returns; unemployment insurance; superannuation deductions; Federation deductions; non-resident fees; payroll cheques and payment of invoices of accounts; debentures; insurance; transportation; purchase of school supplies and equipment, including specifications and tenders; requisitioning, receiving and warehousing systems; handling of claims; etc.).

(f) Personnel Problems (attendance credits; sabbatical leave; religious holidays; sick leave; severance allowances; salary schedules; pension plans; in-service training of non-teaching personnel; board-teacher relations; etc.).

(g) Conferences (with experienced school business administrators, chartered accountants, municipal auditors, and perhaps other administrators; visits to school business offices, etc.).

(For explanatory comments see editorial page 23.)

Further information may be obtained by writing M. E. Brock Rideout, Department of Educational Research, Ontario College of Education, 371 Bloor St., W., Toronto, Ont.

A PORTFOLIO OF PHOTOGRAPHS

From the Protestant Schools of the Province of Quebec

ELEMENTARY AND INTERMEDIATE SCHOOLS

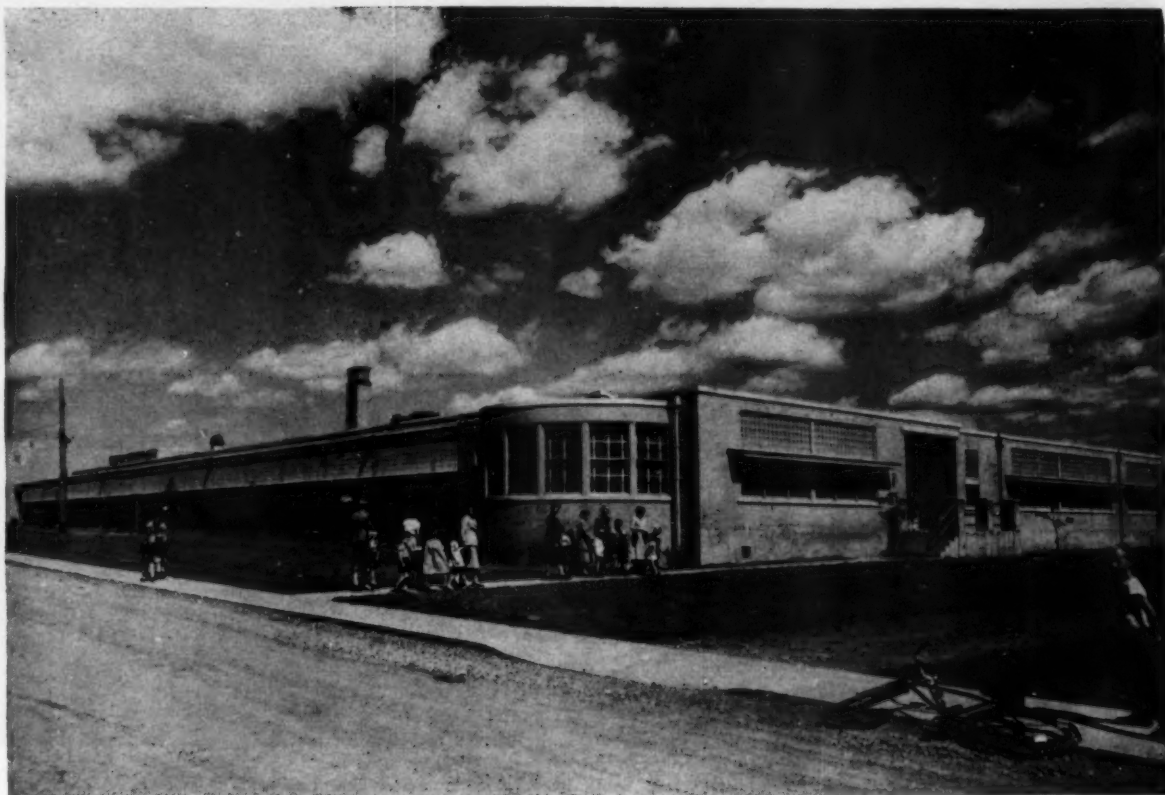
To say that the new buildings have revolutionized our schools is somewhat of an understatement. Those boys and girls in particular who have benefited by the changed conditions realize that the fine schools they now attend have had a significant influence upon their lives. Instead of living under conditions that in many cases can only be described as primitive they now are surrounded by the best that modern architecture and engineering can devise. That the improved surroundings will have great influence upon the lives of many still younger children as they enrol in school is undoubted. People can scarcely live amid beautiful conditions without having their ideals enriched.

No outmoded building, furniture or other equipment is permitted. All must be of good quality—the best of everything being preferred, on the ground that it is the most serviceable and durable.—*W. C. Percival, Director of Protestant Education for the Province of Quebec.*

(Reproduced by courtesy of the Department of Education, Province of Quebec)



Ready access to plenty of well chosen books, Bishop Mountain School, Sillery, Quebec.



Summerlea Elementary School, Lachine, Quebec. Modern in every respect.

Never too young to learn. Tiers of seats for the band. Consolidated School, Lachute, Quebec.





Valois Park Intermediate School, Valois, Quebec. The attractive front entrance.

The busy hour. Lunch at the new Consolidated School, Knowlton, Quebec.





A panic bolt on the exit door provides perfect safety. Consolidated School, Ayer's Cliff, Quebec.

Stacking chairs under the stage of the Auditorium-gymnasium. Consolidated School, Lachute, Quebec.

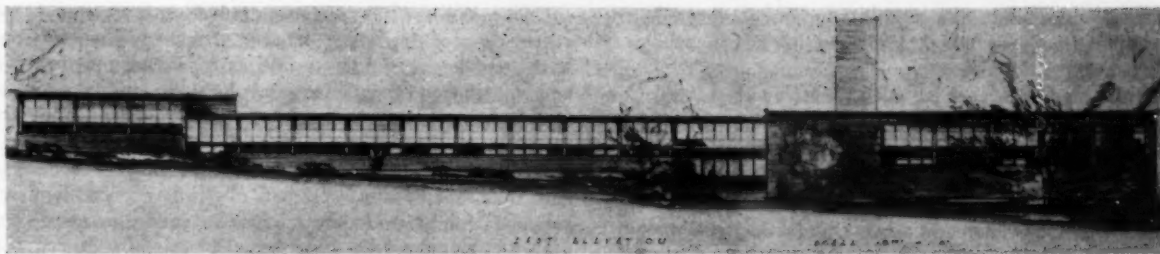




Toilets for primary grades adjoin the classroom. Consolidated School, Granby, Quebec.

Soap dispensers and individual towels teach hygiene. Consolidated School, Morin Heights, Quebec.





TODAY'S SCHOOLS Give Real Value for the Money Spent

SOME of Canada's most stimulating school designs have been produced in Ontario. There, the necessity of annually providing 25,000 new "seats" to accommodate the growing population ensures a high level of school building for years to come.

It is well known that schools constitute the largest single item in municipal expenditures. And in addition, in Ontario, 25c of every dollar collected in provincial taxation is spent on education. With the continuing rise in all governmental costs, constant search is being made for more economical ways to construct schools. Innovations in design, building methods and equipment undergo scrutiny to see that they are, if no cheaper, at least no more expensive than those they replace. The decisions reached are of vital concern to department of education and school board officials, teachers, parents and pupils, as well as to architects.

Need for economy prevails not only with regard to first cost, but in maintenance and heating as well. Simultaneously, there is insistence on flexibility of plan, provision of adequate, well-lighted space and facilities for efficient communication of knowledge. Consideration also

must be given to matters of health, comfort and convenience.

The best solution to these varied requirements appears to have been found in today's school. Many different architects, working independently but within the framework established by provincial and municipal standards, have co-ordinated their efforts to achieve an outstanding result. Modern design has gained acceptance on the purely logical ground that it provides more building for less money.

A number of leading Ontario architects, specializing in schools, were asked to contribute ideas on this subject. The following did so:

Murray Brown (Murray Brown & Elton), Toronto.

Burwell R. Coon (S. B. Coon & Son), Toronto.

James H. Craig (Craig & Madill), Toronto.

H. H. Roberts, Westport, Ontario.

Robert D. Schoales (Board of Education), London.

Leo. E. Venchiarutti, Toronto.

Their names are familiar to many readers, and their replies to timely questions on school design should be read with interest.

* * *

Do Our New Schools Offer as Much Value as Those of 40 Years Ago?

Brown: No one who has studied the schools of 40 years ago and compared them with our present efforts can be in doubt as to the superiority of the latter: hygienically, in ease of operation and supervision, in lighting—both natural and artificial—in ventilation and economy of heating, to say nothing of a more cheerful atmosphere and a less institutional appearance.

Venchiarutti: In considering the economics of design, it's not sufficient to compare the cost of the one storey modern school on the one hand and the multi-storey school of 40 years ago on the other. More than that is involved. Actually all aspects of contemporary education come into play.

The schools of 40 years ago had wood floors and wood partitions and wood stairs and a wood roof. These items even today represent the primary saving in the initial cost of any building. Municipal bylaws will permit wood interior framing only in single storey structures of a public character, like schools. This one fact alone reduces the unit cost of construction. The saving is offset to some extent depending on land cost due to greater land coverage.

At the same time there are other factors, such as ease of circulation, safety and clarity of planning which must be taken into account. Consideration has to be given to life expectancy and the allied evaluation of obsolescence, possible replacement of parts and addition of new components. These all affect the initial expenditure on the building and must be analyzed in the original planning stage. In any case, future use is almost as important as present use.

Craig: There are two factors that must be considered in the life of buildings—depreciation and obsolescence. Depreciation can, in a measure, be made good by repairs and continuous adequate upkeep, but obsolescence can be met only by a new structure.

No logical argument can be advanced for building a school or other building which does not adequately serve its functional need as envisaged at the time it was planned. Buildings erected 40 years ago were planned with this requirement in mind, and also with the object of presenting exterior and interior details which followed more or less slavishly some architectural style of the past and made a nostalgic appeal to the beholder. This frequently resulted in compressing the functional body into an ill-fitting garment which pinched the circu-

latory system and, like a tight corset, compressed the organism in places which impaired its health, efficiency and beauty.

In the modern school, all such practices are taboo. Corridors extend end to end of the structure, unblocked by stairways which would preclude expansion, and if a second storey is required, stairways are located at right angles to the corridors to permit future extensions.

Coon: We now demand more things that cost money: acoustically treated quiet classrooms with attractive sanitary floor and wall finishes and comfortable seats and desks. We must have arrangements for visual education and there must be a public address and inter-communication system, an electric program clock system, attractive restrooms for the teachers, administrative offices, nurses' rooms, lunchrooms and cafeteria, and bright, clean playrooms designed for use in community activities.

What are the Distinctive Advantages Possessed by the One Storey School?

Roberts: The decision to build one or two stories is purely a mathematical equation which must be applied to each individual school plan.

Most school plans can be divided into three main areas: the administrative area with a nine foot ceiling height, the gymnasium or playroom area with a 14 to 24 foot ceiling height, and the classroom area with a 12 foot ceiling height. Obviously, the administrative area should not be grouped with the classroom area, because the difference in height would result in wasted space. And since the gymnasium or playroom should be isolated, it is apparent that the classroom area is the only one to which the one or two storey question applies.

Craig: Where the site will permit, the modern school of from 8 to 16 classrooms should be a one storey building without basement. Compared with a two storey building, additional expense is incurred in the larger foundations, roof areas and longer travel for heating and plumbing pipes. However, there are compensations in the elimination of costly fire-resistant stairs and stair halls, and in the duplication of toilet facilities and other services.

The one storey school building provides easy supervision, ready access to play space and escape in case of fire. Frequent climbing of stairs, injurious to some young children, is eliminated, along with the cleaning and maintenance of these areas.

Brown: A one storey elementary school is to be preferred, at least in suburban and rural areas where land is not too expensive, for the following reasons:

1. Operation, administration and supervision are simplified by their being on one floor.

2. Natural lighting is more efficient when bilateral lighting is used. (When classrooms have windows in both side walls.)

3. Direct access is provided out-of-doors from all classrooms, so that pupils may be taken outside for nature study, as well as being easy exit in case of fire.

4. Experience indicates that a one storey building is no more expensive than a two storey one, as the construction is lighter, and there are no heavy, fireproof floors to support above. In addition there is a saving in space as no stairs have to be provided.

Coon: We are no longer satisfied with two or three storey school buildings of non-fireproof construction, with insufficient stairways and exits, inadequate heating and ventilation, insufficient day lighting, improper electric lighting, and obsolete and dangerous sanitary arrangements.

Cost of the modern one storey basementless school is less than a two storey school of similar classroom accommodation with a large basement and the necessary fireproof construction which would now be required for safety.

It is Implied That One Storey Schools Should be Basementless. Why is This?

Coon: A large basement is probably the most costly part of the building with respect to the structure. It is more economical to build above ground the space which was formerly relegated to the expensive and unsuitable basement.

Brown: In addition, the supervision of basement rooms is rather unsatisfactory.

Craig: Basement playrooms are considered obsolete as, in emergencies, these tend to be used as temporary classrooms and such inefficient accommodation often becomes permanent.

Schoales: In London's new schools we provided large covered "porches" as part of the building, in lieu of dark, dingy basements where children formerly had to play on rainy days.

Pupils' Eyesight is Regarded of First Importance; Trend to Large Windows

Craig: Need for abundant natural light in classrooms to reduce eye strain has resulted in long banks of windows and the uniform spacing of structural columns. The continuous banks of windows provide flexibility.

Should changes be required to meet changing needs, partitions may be shifted with much less expense than in buildings of other days, and less initial expense is involved in the uniform spacing of structural columns.

Brown: No difficulty is encountered with large glass areas, either from an insulation or maintenance point of view. As for lack of privacy, we have had only one request from a teacher for obscure glass in the lower panes of large windows. In fact, this is one of the nice things about the modern classroom, the unobstructed view.

High window sills in schools built in the past added considerably to the institutional character of the interior. Of course, it may be said that the teacher has difficulty in holding the attention of pupils when it's possible for them to gaze outside. This is a matter for the teacher to overcome. In any case, the school should not face busy streets where pupils are liable to be distracted.

Venchiarutti: Development of prismatic glass blocks has helped alleviate the problem of providing uniform classroom lighting without glare. At the same time, there is as yet no one solution that combines economy and efficiency with complete success. Use of glass blocks in some measure does reduce glare, cut heat loss and distribute light towards the inside of the classroom.

Coon: While big glass areas provide an atmosphere of cheerful openness which overcomes the shut-in feeling experienced in the old-fashioned classroom, it must be admitted that more evenly distributed and better illumination, with less glare than with daylight, can be

obtained with properly designed electric lighting. This too is expensive to install and maintain and adds to the cost of the modern school, but no one would advocate a return to the badly lighted classroom of the past with its ill effects on children's health.

What Progress is Being Made in School Heating? Is Radiant Heating Proven?

Schoales: Radiant heating was adopted by London Board of Education for two large basementless schools erected in 1949. Choice proved wise as experience has shown that initial costs and operating costs were lower. Comfort conditions in both schools, in all kinds of weather, have been eminently satisfactory.

Two boilers were installed in each school, each boiler rated at 65% of the total connected load. The efficiency of the radiant panel heating system is demonstrated by the fact that during the 1949-1950 heating season, it was not found necessary to use more than one boiler at any time.

A month long test was conducted on the operation of the Knollwood Park School system during February and March, 1950, by the Board of Education in co-operation with the National Research Council and the University of Western Ontario. It produced results which tend to prove that the heat lost to the ground is much less than previously available figures indicated.

The design of the system for both schools incorporated floor coils only, using $\frac{3}{4}$ in. diameter wrought steel pipe embedded in the concrete floor slab with $2\frac{1}{2}$ in. coverage over the pipes. The temperature in each classroom was individually controlled by a thermostat and an electrically operated valve, and the temperature of the water circulated in the coils was regulated at all times by an

outdoor controller. Maximum water temperature required for the coldest night during the test period (9 degrees Fahrenheit below zero) was 108 degrees Fahrenheit.

Roberts: In my opinion, forced hot water presents many advantages, particularly when used with convectors. Cabinets for the latter may be built-in, right below the windows, with a recessed base for mopping or sweeping underneath.

Brown: Low pressure steam heating offers ease of temperature control. Requirements for occupancy of various rooms in a school vary for relatively short period. The heating medium must react immediately to changes in control demand if temperature is to be maintained at the desired level.

Does Today's School Architecture Mark the Birth of a New Building Style?

Venchiarutti: The architectural solution to the school problem has not been the result of a new stylistic approach, but is an honest expression of technological and scientific advances made in the last few decades.

Coon: The architect's guiding principle is to design a place in which children and their teachers can spend happily and with profit, a large proportion of their active hours. The school is no longer a monument with unnecessary and costly classical porticos and galvanized iron cornices, or with Tudor windows and Gothic entrances.

Craig: Today's pleasant, well planned schools provide an environment that cannot fail to influence the architectural taste of the coming generation. When the time comes for them to become architects' clients, they will no doubt insist on a more contemporary type of building than has been the custom in the past.

One Hundred Years of Secondary Education

(Continued from page 30)

in favour of rugby, and the Inter-Scholastic Rugby League was formed by Guelph, Brantford, and Galt. Somewhere about 1920 Kitchener was permitted to join, and although each of these three schools is now twice as big as we are, I am sure they will admit without straining their generosity that they still find our teams worthy of their skill and their prowess.

In 1939 again War. The School bent its energies to all of those activities which are included under the term war effort. The machine shop was turned over to the Navy for the training of naval artificers, and the school raised money at the rate of some years \$1000, some years \$1200, and some years \$1400. When that war was over there were seventy-eight more names of the fallen to add to our memorial plaque.

We are now old but I don't think that we are old-fashioned. In most innovations we have been at or near the head of the parade. When our library was opened there were two that I know of, Oshawa and London Central. In guidance we must have been near the beginning, because the teacher who developed our department holds the first guidance specialist's certificate in the Province, and in the development of a Business Practice Office we and Stamford Collegiate were, I believe, well to the fore. Last Easter I was informed that we were first to have our Industrial Relations Committee formed and functioning.

Throughout the years this school has been fortunate in having as trustees men and one woman who could not be stamped by either the grumbling of ill-informed majorities or by vociferous minorities. There

has always been a majority on the Board which has been willing to give their time patiently to get the facts in all times of stress, and when the facts are brought out either the tensions disappear or the remedies become obvious.

I have heard dozens of definitions of education and I have seen the aims of education put in a hundred ways, some of them weird and wonderful. But before I ever heard of education, I had before me the old Biblical precept "Fear God. Honour the king". That is, character which commands respect and character which renders respect to all to whom respect is due. I submit that for a hundred years this school has done its best to contribute to the broadening stream of Canadian nationhood, young men and women who fear God and honour the king. And so we go on.

The School Budget

supporting data, which gives details of the maintenance of plant, must necessarily be worked out during the year.

The Physical plant must be inspected and consultations held at each school with principals and caretakers. Later, consultations should be had with the Director and Superintendents regarding academic requirements in buildings.

Usually during the consideration of the budget, interested groups of citizens wishing to be heard on some phase of the budget will appear at meetings, and any decisions made by the Board of Education may reflect the desire of the people the Board represents. The Budget document itself should be of attractive appearance and of a permanent nature.

After the budget has been accepted and adopted by the final authority, then it becomes the most important item in the operating of the school system. It determines the organization and methods of pro-

cedure, size of classes, what materials and equipment may or may not be purchased, what repairs and improvements may be made on school buildings. No phase of the work of the schools is without the influence of the budget.

The question of control is most important if the budget is to be the useful instrument it is designed to be. The system of accounting must be set up to show on the books all of the appropriations made by the Board, to show the expenditures under each appropriation, and the unexpended balance in each appropriation. This is done by means of appropriation ledgers set up for budget control.

Since the budget is only an estimate of expenditures and income from revenue sources, it is necessary to know from month to month the actual condition of expenditures and revenue compared with estimated amounts. This control should be in detail and changes in appropriations, except in minor sections, should not be permitted

without the approval of the Board. Accounting classifications and budget classifications should be exactly the same. Statements each month should be given to the Board showing the expenditures and balances in the appropriations.

No person in the school system should be allowed to issue orders for work or supplies or create expense for personal services without the liability being first approved by the budget control officer. Such control, properly carried on, is a means of preventing irregular expenditures and prevents losses in revenues.

So far as it is possible to do so, an attempt should be made to make expenditures smaller than estimated so that a favourable balance will result instead of possible deficits.

Good budgeting preparation, and control afterwards, should be a part of every efficient business management which obtains the greatest value possible for the taxpayer's dollar.

(Continued from page 31)

Educationally Speaking

Percival, and he did a masterful job of the task. No longer is there any excuse for the widespread ignorance of the French educational system of the province of Quebec so prevalent among educationists of the English speaking provinces, for now all can read and understand, and we urge them to do so. The lecture series have been published yearly in attractive book form through the courtesy of W. J. Gage & Co. Limited as a service to

Canadian education. The latest series by Dr. Percival, just off the press, is entitled, "Should We All Think Alike—Differentiating Characteristics of French Canadian Education in Quebec". We sincerely hope that Canadian educationists everywhere are keeping up-to-date with this valuable set of books as they appear each year.

(Continued from page 24)

British wage-earners who left school at an early age, but have since fitted themselves by study for a university course, can apply next year for full-time scholarships to be awarded by Oxford and Cambridge Universities. Each University is offering three or four scholarships, which will cover all reasonable tuition and living expenses for two or three years, sufficient to free candidates from financial worry during that period. History, economics, politics and literature are the subjects, rather than technical studies such as engineering. The British Trade Union Congress will be represented on the selection committees.

* * * *

Fellowships for poets at universities have usually entailed some academic duties, but Leeds University, England, has broken with tradition by establishing a fellowship designed only to give a young writer opportunity to work out his ideas after his formal education has ended. The Gregory Fellowship in Poetry is one of three—the other two are for painting and sculpture—

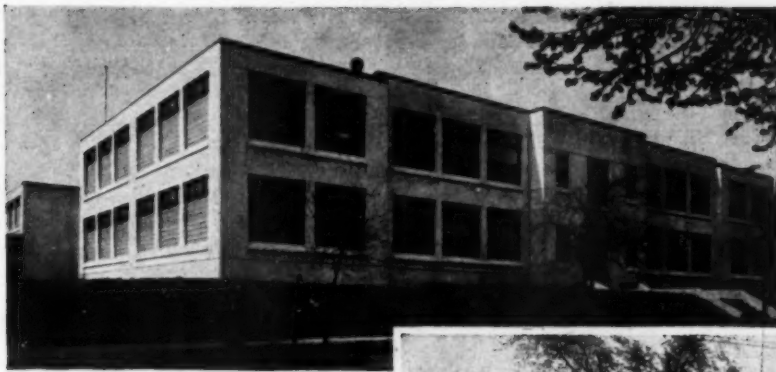
founded in 1950 by E. C. Gregory, publisher and printer. The present Poetry Fellowship holder is James Kirkup, whose "The Submerged Village" was recently published.

* * * *

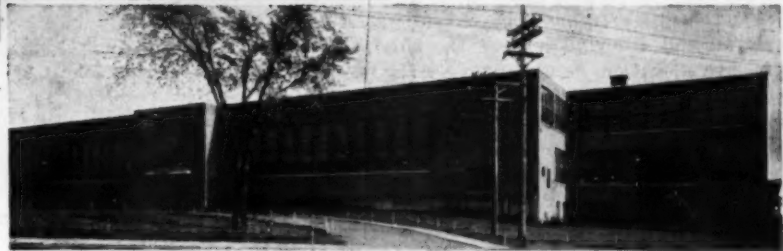
The Netherlands Ministry of Education, Arts and Sciences, has announced that it will establish an International Academic Institute during 1952. This body will organize and give courses, at university level, on aspects of economic development of countries which require technical assistance. A friendly disagreement between the cities of Amsterdam and The Hague over the privilege of playing host to the new institute has not yet been resolved.

* * * *

An art gallery for the works of the Norwegian painter Edvard Munch is to be built from the profits, now totaling almost £100,000, of Oslo municipal cinemas. It is provided by law that profits from the 17 Oslo municipal cinemas are to be devoted to cultural and social purposes.



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Dr. John Dewey Dies at 92

On June 1st in New York, John Dewey, the great prophet of progressive education in America, died at the age of ninety-two. John Dewey was acknowledged internationally as America's foremost educationist and philosopher. He was a very active man not content simply to bring forth theories but, having the courage of a crusader, was always willing to back his ideas of liberalism and lend his name and reputation to causes sometimes frowned upon by conventional society.

Dr. Dewey's principal achievement was his educational reform, and although he was the chief apostle of progressive education, he can in no way be blamed for many of the errors made by educationists who sought to promote his "education by doing" in impractical experiments. His convictions were those of an essentially honest man. He came forward to help the down-trodden and to do what he could to do away with oppression anywhere in the world and strove constantly for a finer universal education. As the champion of an ideal and liberal democracy he always saw the good as well as the bad in people and nations, and condemned the hasty judgement of new social experiments.

Dr. Dewey's career as a philosopher and educationist of the liberal school began in his student days at the University of Vermont and developed at Johns Hopkins University where he came under the influence of Coleridge, Emerson and T. H. Green. But the chief influence

in his life was William James' book on Psychology which, it is said, he discovered in 1891.

According to Professor Herbert W. Schneider of Columbia University, Dewey's logic was based on James' instrumental theory of concepts. From that point he developed his theory of "education by doing" and so founded the School of Progressive Education in America. John Dewey was a great man and a great educationist. There is no doubt that his influence on education and the schools of America was greater than that of any other man living in this century.

Dr. Maria Montessori Dies at 81

Maria Montessori died on May 6, at the age of 81, at Noordwijk, Holland, after a life's work that touched and benefitted millions of children—a work that will serve future generations as it did those for whom she worked directly.

Born in Chiaravalle, Italy, she was the first girl in Italy to attend a public school, and in 1896 received the first medical degree given in Italy to a woman. In 1898 she established and directed a school for feeble-minded children. Encouraged by the results, she started to apply similar methods to the education of the normal child. Her first schools, the "casei dei bambini", or houses of childhood, in the Roman slums, attracted world attention and educators in other countries started to experiment with her methods.

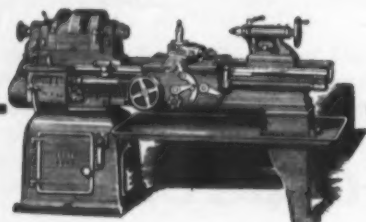
Montessori schools sprang up in many countries, all based on the Montessori principle of developing the initiative of the child through liberty of individual action and the early training of the senses and muscles through exercises and games.

During World War I she went to the United States and established a training college in New York. Later she visited Spain, Great Britain, and founded in 1926 the School of the Montessori Method in Rome.

During World War II she was interned in India. Her son and a group of Indian students carried on her work, and when she returned to Europe after the Allied victory she found that many of her schools had been able to continue their work uninterrupted. She visited England and Scotland, France, Holland, Italy, Denmark and Germany, ceaselessly trying to revive the movement.

When, in December 1949, she visited Unesco, its Director-General, Mr. Jaime Torres Bodet said: "It was you who reminded us all that care lavished on the child would all be wasted unless it made him a responsible citizen, strong enough to meet the challenge of our age."

"I know what I like," a new British television programme, each week assembles eight or ten people who have only an average knowledge of art, and asks them what they like and dislike about three paintings displayed before them. An art critic suggests (without comment) some points they might consider, and in the lively discussions which follow many opinions are confirmed or revised. Finally, the discussion leader gives an impartial summing up of the views expressed. A new group appears before the camera each week, and its members are selected from as many different types of people as possible.



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Book II, 224 pages95
Book III, 256 pages	1.00
Book IV, 256 pages	1.00

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THE SCHOOL PROGRESS BOOK SHELF

Britain and the Dominions, by W. R. Brock—MacMillan—\$2.50.

Britain and the Dominions is Volume I of a series on the British Commonwealth undertaken by the Syndics of the Cambridge University Press in order to tell young students in all parts of the Commonwealth about the history of other parts and the whole. It is the introductory volume of the series being a historical survey of overall development to be followed by four succeeding volumes setting forth in detail the histories of the senior dominions—Canada, Australia, New Zealand and South Africa.

The purpose of the present Volume I is to recount the experiences of the different nations making up the Commonwealth and to explain how their working together has led them into their unprecedented form of association as a Commonwealth demonstrating to the world one method by which independent and self-governing nations may associate together to their individual advantage and so advance along the road towards civilized world society.

The writer suggests that although this book is fairly advanced for the secondary school level, it is thoroughly authoritative and dependable as an important reference volume.

Britain and the Dominions is organized in four general divisions corresponding to periods of development: Part 1—the rise of Britain as a world power and the beginning of colonization to the year 1763; Part 2 covers the period from 1763 to the middle of the 19th century; Part 3 from the middle of the 19th century to the beginning of the 20th century, and Part 4 from 1900 to the present. Four concluding chapters are entitled, "Modern Canada", "Modern Australia", "Modern New Zealand" and "Modern South Africa".

The approach to the study of history in this new text is the traditional method. It is in no way written down to any school grade level.

Conservation in Canada, by Dr. O. M. McConkey—Dent—\$3.50.

The newest addition to the Canadian school curriculum, common to almost all provinces, is the study of conservation a subject of basic importance to Canadian citizens everywhere. Since the subject has been included in the school curriculum teachers have been largely dependent upon general information from government departments for information and subject material. Now this new book has rectified the situation by providing for the first time an authoritative text on the subject. The author, Dr. O. M. McConkey, is Professor of Field Husbandry at the Ontario Agricultural College, Guelph. Not only has he an intimate knowledge of Canada from east to

west and has studied agricultural conservation methods in the United States, but after World War II he spent two years in Asia as Agricultural Rehabilitation Officer with U.N.R.R.A. and acted in an advisory capacity to the Chinese Ministry of Agriculture and Forestry. With his widespread experience, it is natural that Dr. McConkey should be recognized as an international expert on conservation.

Convinced of the tremendous importance of arousing Canadians to the urgency of husbandry and protecting their great natural resources in land, forests, minerals, etc., Dr. McConkey in his book surveys every aspect of conservation and offers a positive plan of action for all those concerned with Canada's future. His book is both a practical guide for those who are vitally affected, and an inspiration to all Canadians to protect and enrich their great natural heritage.

Conservation for Canadians should prove very valuable to the schools in Canada in organizing and teaching any course in conservation.

Should We All Think Alike—Differentiating Characteristics of French Canadian Education in Quebec, by W. P. Percival—Gage—\$1.25.

In the three years since they were inaugurated the Quance Lectures in Canadian education at the University of Saskatchewan have fully vindicated the high hopes of the donor, Dr. Frank Quance, first Dean of the College of Education, University of Saskatchewan. Canadian education as a whole already owes him a real debt of gratitude for his foresight. Lecturers to date have been Dr. J. G. Althouse, Chief Director of Education for the province of Ontario, Dr. M. E. LaZerte, former Dean, Faculty of Education, University of Alberta, and Dr. W. P. Percival, Director of Protestant Education, province of Quebec. These lectures have been published yearly in attractive book form through the courtesy of W. J. Gage Company as a service to Canadian education, and we sincerely hope that Canadian educationists generally have recognized this service by obtaining copies as they appear from the press.

We have just received a copy of the third series of Quance Lectures in book form, and wish to recommend it to everyone interested in Canadian education, and particularly to educationists in the English-speaking provinces. Although the title of the book is *Should We All Think Alike*, the sub-title provides the key to the real subject which is a description of the French-Canadian educational system of the province of Quebec. Dr. Percival, through his experience in the schools of the province, and as Director of Protestant Education entailing full co-operation with the French education system in Quebec, is perhaps

better qualified than any other educationist for the task of interpreting the French system to educationists of the English provinces, and we suggest that he has done a superb job. This little book which gives his lectures in printed form is undoubtedly a very valuable addition to the literature of Canadian education, and one which we suggest should play a very useful part in promoting Canadian unity through better understanding between the French and English elements of the Dominion. English educationists in the past have known altogether too little about the French-Canadian educational system, and Dr. Percival's sympathetic approach to the subject and thorough understanding of both systems have clarified the whole situation. We suggest that Canadian educationists everywhere will read this book with pleasure, and indeed receive inspiration from it.

Vitality Through Planned Nutrition.
—by Adelle Davis—Macmillan, \$3.25.

This book on nutrition is not just another text or reference book for the home economics course for girls but has been written with the express purpose of teaching nutrition to all the boys and girls in the school. The author, therefore, has tried to tell the story of nutrition in language understandable to high school students and in a manner which will make them want to apply their knowledge immediately and in the years to come. It is a book about health, telling how to build personal health and vitality through nutrition.

The contents of the book are organized in four parts: Part 1 tells what nutrition can do for you; Part 2—what vitamins can do for you; Part 3—what minerals can do for you and part 4—discusses the application of nutritional knowledge.

The appendix is a very valuable reference section regarding the principles of nutrition and the results to be expected. For example, it contains a scale of food values, a summary of body requirements and suggested food combinations for regular meals. It concludes with a tabulation of Canada's food rules.

Vitality Through Planned Nutrition is, we understand, authorized for use in the schools of British Columbia.

The Commonwealth of Nations, by W. D. McDougall—Ryerson—\$1.95.

Written for junior high school grades, this new text in the social studies course tells the story of the growth of our British Commonwealth of Nations. It is evident from the first that the author considers our Commonwealth a family being comprised of many nations of widely differing races and geography, and providing a model for world co-operation in the future. Indeed, his final chapter summarizes the aim of the book by dealing with the United Nations Organization suggesting that in it is to be found the only hope of peace for future generations.

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After an introduction describing the Commonwealth as the most interesting and unusual family in the history of the world, the author divides his text into eight units of study, each one corresponding to a region of the globe starting with the United Kingdom and the growth of western power to the establishment of colonies in the South Pacific, India, Africa, etc. Each unit is divided into chapters and numbered sections provided with suggested things for students to do. Every opportunity is taken to encourage pupils to read, absorb and summarize the information provided in the text and in outside reading. The writer suggests that the Commonwealth of Nations, with its

very practical attitude towards the development of world co-operation on the model of the British Commonwealth, should prove an inspiring school text.

A Book of Canadian Stories, by Desmond Pacey—Ryerson—\$2.25.

The Ryerson Press has just issued a school edition of this interesting anthology of Canadian stories, and the writer suggests that it should prove of general interest to schools across Canada. To the best of the writer's knowledge this collection is the only one published of Canadian stories, designed for school use. It contains twenty-eight short stories and a group

of four Indian tales. The stories date from the early 19th century well into the 20th century, and include the work of such famous authors as Howe, Haliburton, Chas. G. D. Roberts, Stephen Leacock, Mazo de la Roche, Thomas H. Radall and Morley Callaghan.

In introducing this carefully chosen selection of Canadian stories the author describes the development of Canadian fiction and provides a valuable summary of Canadian authors and their work. A biographical sketch of the life and work of the author precedes each story, and the book is completed by suggested topics of discussion to help teachers in their class work.

A Junior High School Looks At Unesco
—U.S. National Commission for Unesco.

How a class of junior high school children in America became an informed and active group of workers for Unesco's ideals and activities is described in a 26-page pamphlet published by the U.S. National Commission for Unesco, entitled "A Junior High School Looks at Unesco".

After studying Unesco's programme and history, the 37 ninth-grade pupils of Alice Deal Junior High School, Washington, D.C., set to work to make the entire school Unesco conscious, by displaying posters and publishing pamphlets. They produced a play, wrote a Unesco song and held discussion groups. The pamphlet is illustrated with some of the posters and contains the music and words of the song and the prize-winning essays. The effect of this 12 weeks' assignment was summed up by the instructor as "a wonderful educational experience. . . . There is now not a child at the school who does not know what Unesco stands for."

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A record figure for books produced in Braille was reached during the year 1950-51, according to a report from the London headquarters of the National Institute for the Blind. During the year 43,711 volumes, 28,068 pamphlets, 370,500 newspapers and 138,654 magazines were produced, including such works as the *Oxford Book of English Verse* and *Gray's Anatomy*.

Handbook On Audio-Visual Aids To Education

The revue *Ricreazioni*, published by ENAL—the Italian workers' education organization — has devoted a special issue to audio-visual aids to education. Produced in co-operation with Unesco, this number provides practical advice to educators on how to set up audio-visual centres. It also includes background documentation, a bibliography and a dictionary of radio and cinema terms in English and French, as well as in Italian.

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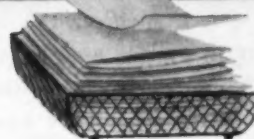
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Dr. McConkey is professor of Field Husbandry at the Ontario Agricultural College at Guelph and is recognized as an international expert on the subject.

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Canadian Regions, edited by Donald F. Putnam, B.S.A., Ph.D. This book is an analytical and interpretive study, assessing each resource in relation to its location and region as well as to its importance in the economy of the whole country. Ready in August, 1952. Teachers' Reference. Dent, \$9.00.

Chains and Beads, by Greta Peck. The clear, detailed drawings and descriptive text of this work manual of chains and beads teach jewelry work. Illus. Van Nostrand, \$4.50.

Child's Book of Old Verses, by Jessie Wilcox Smith. More than 100 poems included in this collection for primary school children. Grades up to 3. Illus. Dodd Mead, \$3.75.

Conservation in Canada, by Dr. O. M. McConkey, B.S.A., Ph.D., F.R.S.A. The first book to cover comprehensively the vital problem of conservation in the Dominion. Teachers' Reference. Dent, \$3.50.

Corsage Craft, by G. Reusch and M. Noble. First complete manual on the new art and hobby of corsage making. Senior Grades and Adults. Illus. Van Nostrand, \$4.75.

Crack of the Bat Selections, by Phyllis R. Fenner. Ten baseball stories by top-notch writers for sports fans. Grade 9 up. Knopf, \$3.25.

The Crown of Violet, written by Geoffrey Trease. Illustrated by C. Walter Hodges. The story of an ordinary family living in Ancient Greece. By the author of *The Hills of Varna* and *The Secret Fiord*. High School. Macmillan, \$2.00.

Dan Morgan, Boy of the Wilderness, by Bernice Bryant. Childhood of Famous Americans Series. Story of Dan's life in pioneer days. Grades 4 to 6. Illus. Bobbs Merrill, \$2.50.

En Avant! Revised edition, edited by George A. Klinck. A junior anthology of French-Canadian prose and verse. Illustrated with photographs. Grade 11. Ryerson, \$1.25.

Finn Family Moomintroll, by Tove Jansson. Translated by E. Portch. The adventures of Moomintroll, Snufkin and Sniff in the Finnish forests. Grades 3 to 6. Illus. McCl. & S., \$2.00.

From Trees to Paper: The Story of Newspaper, by Henry B. Lent. Illustrated with photographs. The story of one of the greatest and most exciting industries on the North American Continent. High School. Macmillan, \$3.25.

John Dewey, Vermont Boy, by Laura Long. Incidents and accidents of John Dewey's Vermont boyhood. Childhood of Famous Americans Series. Grades 5 to 7. Illus. Bobbs Merrill, \$2.50.

German Immigration Into Canada, by Wolfgang Friedmann. A booklet dealing with German immigrants to Canada and their adaptability to Canadian ways of life. Published for the Canadian Institute of International Affairs. Ryerson, \$1.25.

Hansel and Gretel, by Grimm. The world-famous story enjoyed by generations of readers—young and old—presented in Pitman shorthand. Grades 11 and 12. Pitman, 40c.

Health and Personal Development Series; Baruch et al. A balanced program of health, safety, and personal development is presented through interesting stories of everyday home and school experiences of children, through simple study exercises, and through a variety of interesting activities. Mental health as well as physical health is considered. Series: Grades 1 to 6. Gage, \$1.20 to \$2.00.

High Roads, by Paul McKee. The fourth reader in the McKee "Reading For Meaning" Series. Nelson, \$2.35.

How to Build Games and Toys, by B. W. Pelton. More than 200 fascinating

toys and games can be made from the directions in this book. Illus. Van Nostrand, \$4.00.

Liberty in the Modern World, by Herbert Butterfield. The Chancellor Dunning Lectures delivered at Queen's University, January, 1952. The author discusses the principle of individualism inherent in western democracies. Ryerson, \$2.25.

Linda Kent, Student Nurse, by Dorothy Deming, R.N. What a girl needs to know to find a successful nursing career. Grade 8 up. Illus. Dodd Mead, \$3.25.

A Little Maid of South Carolina, by Alice Turner Curtis. Story of young girl's heroism when the British forces were occupying South Carolina. Grades 4 to 6. Illus. Knopf, \$3.25.

Literary America, by Donald E. Scherman and Rosemarie Redlich. A Chronicle of American Writers, from 1607 to 1952. Grades 10 to 13. Illus. Dodd Mead, \$6.50.

Macmillan Modern Fiction Library Editions: Jeremy At Crale and Jeremy And Hamlet, by Hugh Walpole. This popular series, in uniform printing and binding, consists of well-known novels suitable for school reading. Grade, High School. Macmillan, each \$1.35.

Macmillan Picture Books, edited by E. R. Boyce. A series of eight picture books for Nursery and Infant Schools. Each book contains ten full colour pictures, 9 1/4 x 6 1/2. Grade 1. Macmillan, each 35c.

Mathematics: Its Magic and Mastery, by Aaron Bakst. 2nd Edition. Practical applications to give a mastery of mathematics in business, industry, science, warfare. Illus. Van Nostrand, \$8.00.

Moon is a Crystal Ball, by Natalia Belting. Unfamiliar legends of the stars gathered from people of many lands. Grades 3 to 6. Illus. McCl. & S., \$3.50.

Personal Problems, by John B. Geisel. Instruction at the high school level on human relations and personal problems. Nelson, \$3.00.

Picture Page Stories, by Mary Daunt. Four little books dealing with incidents and objects which are very familiar to Grade 1 children. In addition, the vocabulary is controlled, and each page illustrated. Grade 1. Macmillan, each 30c.

The Port of Missing Men, by Rene Prud'hommeaux. Illustrated by Raffaello Busoni. High School. Macmillan, \$3.25.

Presenting Miss Jane Austen, by May Lamberton Becker. The "Age of Elegance" in which Jane Austen lived and the spirit of the author herself. Grades 9 up. Illus. Dodd Mead, \$3.75.

Psychology of Adjustment, by W. H. Mikesell and G. C. Hanson. Covers child, adolescent and adult adjustment to social and economic conditions. Illus. Van Nostrand, \$5.00.

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The Story of the Oceans, by John Scott Douglas. Shows that the oceans are related to our terrestrial world. Grade 10 up. \$4.50.

Tiny Toosey's Birthday, by La Rue. Now on the permissive list, an extra reader to go between Jack and Janet and Up and Away. Nelson, \$1.45.

Tree Drawing, by Frank M. Rines. Studies of separate trees are followed by tree illustrations in groups or incorporated as parts of more elaborate compositions. Illus. Grade 7 up. McCl. & S., \$5.00.

Up Medonte Way, by Kenneth McNeill Wells. Drawings by Lucille Oille. The story of the pleasures and problems of a newspaperman and his artist wife in making their dream of living in the country come true. By the author of *The Owl Pen*. General, from Grade 9 on. Dent, \$4.50.

What's Your P.Q.? by Maureen Daly. This helpful book grew out of teen-age letters that Maureen Daly received as a newspaper columnist. Grade 9 up. Dodd Mead, \$3.25.

Words and Ideas, Book 1, by Baker. This book is distinguished by: a semantic approach to language understanding; descriptive grammar; a realistic approach to usage; and practical guidance in the communication skills. Grade 7. Gage, \$1.60.

A World in Waiting, by E. Melville Aitken, First United Church, Hamilton, Ont. A book of sermons by an outstanding Canadian preacher. Ryerson: cloth \$2.50, paper \$2.00.

Smith-Corona Forms School Department

The Canadian Head Office of L C Smith and Corona Typewriters of Canada Limited has announced the formation of a School Department in Toronto. This Department will be patterned after the school service offered by leading typewriter manufacturers throughout Canada and the United States.



Don Vickery

Mr. Don Vickery has been appointed manager. Mr. Vickery has had many years of experience in this line of work, and is well known in educational circles both by personal contact and through general correspondence. As the first step, this new department will issue all the well known typing aids.

Immediate plans call for the distribution of a feature length film on correct typing technique and how it will increase speed and efficiency. Norman Saksvig, the internationally known typist and an acknowledged expert on correct typing technique, is featured in the film. It is planned to make the film available, without charge, to all schools across Canada, but this program will be governed by the number of films that can be obtained. Further information on the service may be obtained direct from the Canadian head office, 35 Front Street E., Toronto.

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Though compact in size the box provides ample room for books and is available in either lifting-lid or open front design.

Specifications

Seat Heights 18", 16", 14"
Writing Surface 24 $\frac{1}{2}$ " x 18 $\frac{3}{4}$ "
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No. 501 OF (not illustrated)

Design is the same as the 501 LL illustration but with Open Front book box in place of the lifting lid.

Seat Heights 18", 16", 14"
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Lighting Brochure Available

An attractive two-colour 16-page brochure on Luve-Tile has been prepared by J. A. Wilson Lighting & Display Limited. This brochure shows many uses, the history, installation data and specifications on this illuminated type ceiling. Profusely illustrated are many ways Luve-Tile can be used in industry, home, office, store, show room and other locations.

Luve-Tile is a foot square louvred plastic panel of unlimited possibilities in arrangement, colour and simple maintenance which, installed suspended from the ceiling, delivers the finest form of glareless lighting possible. In addition, it can be made decorative far beyond normal lighting, as it hides all fixtures including sprinkler systems. Lighting used can be either incandescent or fluorescent.

Copies of this brochure are available

from J. A. Wilson Lighting & Display Limited, 280 Lakeshore Road, Toronto 14, Ontario.

Catalogue of Precision Electrical Instruments

A new complete catalogue of precision electrical measuring instruments which has just been issued by Sensitive Research Instrument Corporation on the occasion of their silver anniversary, has just been announced by their Canadian representatives, Canadian Research Institute, 46 St. George St., Toronto 5, Canada. This comprehensive well illustrated 164 page book lists an extremely wide range of laboratory voltmeters, ammeters, and wattmeters including the multirange units for which Sensitive Research have long been famous. Also described are electrostatic voltmeters, fluxmeters, direct reading ohmmeters, self calibrating

laboratory standards and many other unusual instruments. A request on school letterhead to Canadian Research Institute will bring a copy promptly.

Bulletin on School Lighting

Curtis Lighting of Canada has just announced the publication of an interesting bulletin on school lighting entitled, "Lighter Schools, Brighter Students". This illustrated bulletin deals in a practical manner with the outstanding lighting problems of modern schools, both in classrooms and other instructional areas—auditorium, gymnasium. It covers the problem of fluorescent and incandescent lighting, and discusses special lighting such as for blackboards, etc. Copies of this bulletin may be secured by writing to Curtis Lighting of Canada Limited, 195 Wickstead Ave., Leaside.

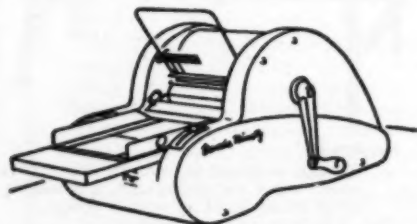
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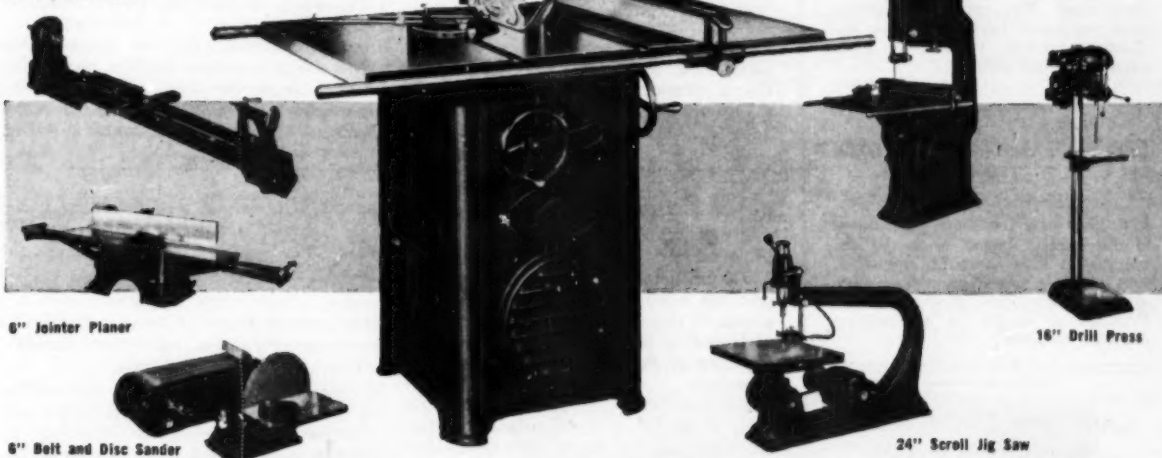
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An interesting and entertaining presentation of basic economic principles for readers of high school age. Relates the broader aspects of Canadian economic life to the immediate personal interests of the individual. The content questions and suggested topics for class discussion provide stimulating classroom teaching aids.

SPELLING AND VOCABULARY STUDIES

by W. J. Downes

A new and interesting treatment of the subject based upon the development of a thorough appreciation of the pronunciation, meaning, diction and syllabication of words. Provides a wealth of challenging exercise material.

CANADIAN COMMERCIAL CORRESPONDENCE

by E. Warner

A new, direct and authoritative presentation of effective English expression applied to modern business letters, minutes, reports, and memoranda. The background material and the fully explained writing assignments make this a most attractive high school textbook.

THE STORY OF BRITISH SHORTHAND

by E. H. Butler

An entertaining study of British shorthand from the earliest times to the present day. The author's accurate and unbiased account of the various systems and their inventors will be of absorbing interest to shorthand students. This is a standard reference book for the library in every school where shorthand is taught.

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AUDIO-VISUAL AIDS FOR THE SCHOOL

HOW IS YOUR CHILD'S EYE-Q — AMERICAN OPTOMETRIC ASSOCIATION

"How Is Your Child's Eye-Q?" is a new colour-slide-film, accompanied by a 12-minute recording, on children's vision which has been produced by the American Optometric Association.

The presentation of 36 colour scenes and commentary by Carl Caruso highlights what every parent should know about visual care for children. The effect of the school seeing environment on a child's posture, personality and performance is the major subject treated.

Eyesight screening tests and various corrective measures are discussed and illustrated. It presents the requirements for a properly lighted and designed schoolroom and the elements of an adequate visual examination.

The presentation contains no mention or promotion of optometry and is based on research studies at Purdue University, Columbia University, and Temple University and by several organizations in addition to the American Optometric Association.

The film and 33 $\frac{1}{4}$ r.p.m. record are available from the AOA Department of Public Information, Jenkins Building, Pittsburgh 22, Pa. The presentation was written and produced by John C. Patterson, New York, public relations counsellor.

Supplementary to the presentation is a 32-page colour booklet containing scenes from the film with descriptive captions to be passed out to the members of the audience after a showing.

New Agricultural Filmstrip Series

Six new full-color filmstrips of real importance to agricultural students, farm groups and future farmer organizations have just been released in a group of three series entitled, *Selection of Breeding Stock*, by the Audio-Visual Division of Popular Science Publishing Company.

Fully covering beef, sheep and swine, each of the three series consists of two natural-color filmstrips—one devoted to the male and the other to the female—that enables teachers and discussion leaders to bring into their classrooms hundreds of selected examples of animals that illustrate vital points of stock selection. With herds of scientifically bred animals at their disposal, the editors and photographers were able to emphasize every significant point of difference between good and poor stock and to hammer home the specific distinguishing characteristics that indicate real quality.

The three series, *Selection of Breeding Stock-Beef*, *Selection of Breeding Stock-Sheep* and *Selection of Breeding Stock-Swine* are complete with two strips and fully illustrated Teaching Guide. Orders may be placed or information obtained at local Audio-Visual dealers.

A Catalogue of Recorded Classical and Traditional Indian Music—Introduction by Alain Danielou (Shiva Sharan) Unesco—University of Toronto Press, Toronto—\$2.50.

An Introduction to Indian musical theory and instruments—with 14 illustrations of typical instruments—gives the music lover general and technical background information on the main elements of Indian music. The catalogue itself, listing approximately 1,600 records, is a comprehensive selection of representative recorded

music of Northern and Southern India. Special sections are devoted to folk and tribal music, and the music of Tibet, Nepal and Ceylon.

Correlation Chart of Science Textbooks in Several Filmstrips—Jam Handy General Films

Delegates to the annual convention of the Association for Supervision and Curriculum Development meeting in Boston were introduced to a new correlation chart of special interest. This chart provides direct correlation of elementary and junior high school science filmstrips with standard textbooks.

The eight-page chart was published by The Jam Handy Organization to facilitate the evaluation of teaching materials by teachers in terms of genuine curriculum needs.

Citing 705 direct references in standard texts, the chart makes it easier for teachers to tie-in science filmstrips with class reading and reference assignments. This insures more effective use of projected pictures in the particular field that is being taught.

The chart correlates five series of Jam Handy filmstrips with 51 textbooks of 13 leading publishers. The film series are *Health Adventures*, *The Sky Series*, *Our Earth Series*, *Water Life Series* and *Basic Bird Study*.

Publishers of the texts to which page references are made are Scott, Foresman and Co., Ginn and Co., J. B. Lippincott Co., Charles Scribner's Sons, The L. W. Singer Co., Allyn and Bacon, Silver Burdette Co., The Irquois Publishing Co., The John C. Winston Co., American Book Co., Houghton Mifflin Co., Henry Holt and Co., and The Macmillan Co.

The correlation publication may be obtained free by writing to any office of General Films Limited.

Free Films—Directory of Sources of Free 16mm. Sponsored Films—Crawley Films, Ottawa.

This directory of free 16mm. sponsored films lists 185 organizations from which 16mm. films may be obtained. The sources listed in Free Films have a total of about 5,000 subjects. The films are available to borrowers anywhere in Canada, free of charge, except that borrowers are expected to pay for transportation. It is suggested that schools should find this directory of very definite interest, and may write for copies direct to Crawley Films, 19 Fairmount Ave., Ottawa; 21 Dundas Square, Toronto, or Dominion Square Building, Montreal.

Program Aids from Business and Industry, by Canadian Manufacturers Association, 67 Yonge St., Toronto.

Program Aids From Business and Industry is a bibliography of business publications on a host of subjects of interest to secondary schools. The booklet has been prepared by the Canadian Association for Adult Education with the co-operation of the Canadian Manufacturers Association, and the Canadian Chamber of Commerce. It provides a convenient listing of inexpensive supplementary material for a wide variety of high school subjects. A detailed subject matter index greatly facilitates its use, and each listing includes not only a resume of the content of the publication, but also its source and price.

It is understood that the demand for this bibliography is great, but a limited number of copies are still available to interested persons, especially schools, and may be secured from the Educational Department of the Canadian Manufacturers Association, 67 Yonge St., Toronto.

Color Films Demonstrate Home Preparation of Jams, Jellies

A 16mm sound motion picture and supplementary slide film in full color, demonstrating the simplicity and advantages of home preparation of jams and jellies, are being prepared by the Certo and Sure-Jell Division of General Foods Limited for release through educational film libraries. Patheoscope Productions is producing the films which are designed for use in home economics classes and for women's clubs and groups in all fields.

The two-reel film, "Treasures for the Making", demonstrates the two most commonly-used methods of preparing jams and jellies in the home, short boil (with pectin) and long boil.

The slide film will provide a detailed lesson in preparing jams and jellies by the short-boil (pectin) method.

A combination film manual and teacher's guide accompanies each film. The motion picture will be available on a free loan basis. In addition, General Foods will offer upon request, a free print of the slide film to schools and other interested organizations, as a permanent addition to collections of visual educational material.

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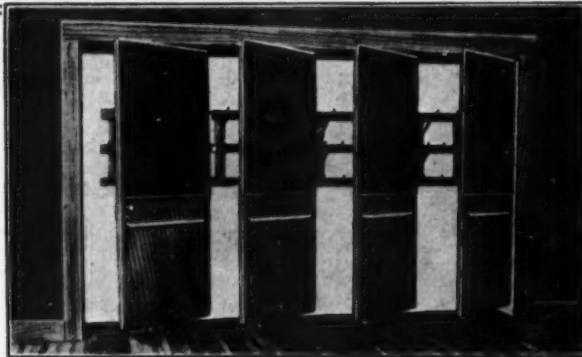
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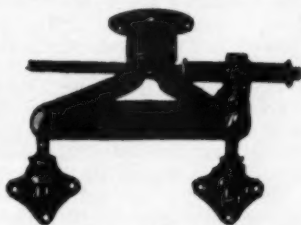
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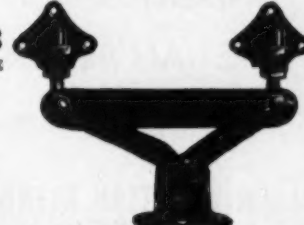
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New Combination Movie and Slide Screen

A new projection screen which permits movie and slide projection in lighted rooms has been perfected by the Radiant Manufacturing Corp. after three years of scientific and laboratory research.

With this new Radiant Screen, blinds and windows may be left open at all times in rooms where darkening equipment is difficult or too expensive to install. The speaker or instructor has complete audience control and the viewers may make notes during projection while the material is fresh in mind. Supplementary visual aids may also be used during projection.

The Radiant "Classroom" Screen has an unbreakable projection surface. The doors protect the surface and permit easy, safe storing. The screen frame and doors are lacquered pastel green and trimmed in redwood.

One of the most important features of this screen is the unique tilting chain at the top which makes it possible to adjust the screen so that the entire audience can enjoy a perfect viewing angle. Ask your Visual Aid dealer.

The Search Continues—Available on request. Canadian Industries Ltd., Montreal

"The Search Continues" is the title of a new 16 mm. sound and colour institutional film released by Canadian Industries Limited. Produced for that company by Omega Productions Inc., the film has a running time of 20 minutes, and is available in both English and French. It tells the story of chemical research in an industrial laboratory as seen through the eyes of a newly graduated chemist tackling his first research project in C-I-L's Central Research Laboratory at Beloeil, Que.

"The Search Continues" is available on request from the Motion Picture Section, Canadian Industries Limited, P.O. Box 10, Montreal.

Practical Geometry—16mm. sound film series—The Ryerson Press, Toronto.

Knowledge Builders, film producers of New York, is releasing a series of teaching films in 16mm sound, under the title of "Practical Geometry." Some of the phases of Geometry dealt with in the sound films are: "Similar Triangles", "Quadrilaterals", "The Circle", "Chords and Tangents of Circles", "Arcs and Angles in Circles", "Areas", "The Pythagorean Theorem", "Lines and Angles", "Congruent Figures", "Indirect Measurement", "Polygons", "Properties of Triangles." As the number of films needed to thoroughly cover the subject of Geometry is practically unlimited, thus no set number of separate films to be included in the series has been decided upon.

There can be no doubt that boys and girls of high school age who are about to begin the required year of study in plane geometry will be relieved to learn that their work in many phases of this

subject has been greatly reduced by means of these unusual sound films.

This series of films was produced by John R. McCrory, in collaboration with Ray C. Jurgensen, an instructor of mathematics at Culver Military Academy.

Films on Aid to Needy People Overseas—Care Film Unit, New York

Many schools, clubs, organizations and interested individuals have started campaigns to aid needy people overseas, but would like to know how to "follow-up" their ideas most effectively.

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COMPANY OF TORONTO LIMITED

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Direct Prices and Discounts to Schools, Churches, Hotels, Lodges, Clubs, Etc.

Replace your old, heavy obsolete dining tables with new, modern Monroe Folding Tables . . . tables which are easily folded and set up by women when necessary. 12 Monroe Deluxe Folding Banquet Tables stack in a space only 29 inches high. Although these tables are light enough to be easily handled, they are engineered to sustain a dead weight of over one ton.

Monroe Tables Designed and Manufactured Exclusively By
THE Monroe COMPANY
108 CHURCH STREET COLFAX, IOWA

Championship Performance

OFFICIALLY RECOGNIZED*



VOIT
CB2
RUBBER-COVERED
BASKETBALL

For Champions to be...

America's most popular basketball. Recognized by school officials, coaches and parents as the finest, moderately priced basketball for rough indoor or outdoor use. Used for 16 years by over 100,000 U. S. schools. Absolutely official in weight, shape, size and performance. Gives from 3 to 6 times longer wear on any playing surface.



VOIT XB20
CUSTOM-BUILT
RUBBER-COVERED
BASKETBALL

For Champions Today...

America's finest official basketball for indoor, championship play.

Unexcelled performance, coupled with unequalled durability, has been proved in actual game use by some of the nation's leading teams. Retains absolutely official performance up to 3 times longer than any other type of championship basketball. This is the ball that is making basketball history!

*1952-53 High School, College and A.A.U. Rules permit tested, proved rubber-covered basketballs to be used in game play upon mutual consent of competing teams. *The Voit XB20 has been tested and proved and has been sanctioned by the rules committees.* The Voit XB20 is the *only* rubber-covered basketball approved by the National Junior College Athletic Association for official regional and national play in 1952-53.



36,890 Points* In Your Favor When You Buy

BOSTON SHARPENERS

1. Dial selector for 8 sizes of pencils.
2. All metal, nickel plated receptacle.
3. New hammer-tex metallic grey finish.
4. Streamlined heavier stand for greater classroom strength.



*In a test by the Tinius Olsen Testing Co. Boston KS sharpened 36,890 points and was still operative. Write for circular.

THE LUCKETT LOOSE LEAF, LIMITED

11-17 Charlotte Street, Toronto, Ontario

"Korea"—with Celeste Holm narrating, describing the appalling situation of the innocent refugee victims of the Korean war and pointing a way to their immediate direct assistance. 16 mm, sound, black and white, 5 min.

"Make Friends Through Books"—a 47 frame color film strip (35 mm). The story of two boys, Ramesh of India and Koko of the Philippines. The film has two underlying themes; that people are the same the world over, and that children's books are an effective aid in developing world understanding. Although an informational film planned specifically for elementary and secondary school children, it has an appeal to those adult groups who are interested in the education and welfare of children throughout the world.

"Twelve Million Brothers"—a film showing the conditions of the life of refugees in and out of camps. It tells the story of their hopes, struggles and their plight which is a threat to world peace. 16 mm, sound, black and white, 26 min.

"A Letter of Thanks"—explains how a group of children in an American school found a way to help the people of Europe. The film shows what war and hunger have done and what we—being more fortunate—can do to help others. 16 mm and 35 mm, sound, black and white, 20 min.

"One World Half Starved"—a dramatic roundup showing the world-wide extent of under-nourishment and hunger. The challenge for meeting this

tremendous need is described by Paul Comly French, Executive Director of CARE. 16 mm and 35 mm, sound, black and white, 5 min.

The films may be obtained free of charge from CARE Film Unit, 20 Broad Street, New York 5, N.Y.

Education by Television to be Tested in United Kingdom

An experiment in educational television programmes for United Kingdom schools will start in May with daily telecasts for the pupils of six secondary schools in north London. The purpose of the experiment is to test the effectiveness of a variety of programme techniques, according to a joint statement by the British Broadcasting Company and the School Broadcasting Council. There will probably be further experiments in about a year, involving a substantial number of schools throughout the United Kingdom.

In the initial series of tests, there will be 20 lessons, extending over four weeks, grouped into five series dealing with science, aesthetics, current affairs, travel and the industrial scene.

The techniques will include the studio presentation of laboratory experiments and demonstrations; the use of animated diagrams and photomicrography; the presentation of films in many ways; outside broadcasts; and feature programmes in which studio interviews and demonstrations will be combined with the showing of suitable film extracts.

A Film Adventure in Art

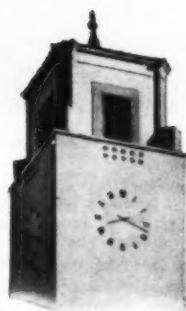
A full-length film, "Adventure in Art", which presents the works of six of the world's great painters and also gives cinema audiences a deeper understanding of each artist's feelings, his personal life and the period of history when he lived is now being shown in cinemas and art museums throughout the United States. The film deals with the works of Hieronymous Bosch, Vittore Carpaccio, Francisco Goya, Henri de Toulouse-Lautrec, Paul Gauguin and Grant Wood.

Primitive Artists of Haiti—16 mm. Full Colour—E.B.F.

The gratifying circumstance of being able to announce a new educational film which already has been awarded a certificate as an outstanding creative effort is accorded Encyclopaedia Britannica Films in the release of the new motion picture *Primitive Artists of Haiti*.

The 16 mm. full colour film was presented with a special certificate of merit by Canadian Prime Minister Louis S. St. Laurent on behalf of the Canadian Film Awards in a ceremony on April 20. In part, the judges cited the producers of *Primitive Artists of Haiti* for "the honesty and force of the film . . . and managing a difficult theme with great sincerity, making it an interpretation and not just a travelogue." The judges also noted the film's "beauty of performance" and commended it as a "very satisfying attempt to interpret other cultures and other peoples."

Closer Scheduling calls for **IBM TIME CONTROL**



TOWER CLOCK



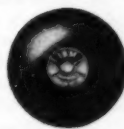
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WALL CLOCK



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PROGRAM CONTROL**



SIGNAL



**MASTER
CLOCK**

Today's more closely coordinated schedules require perfect timing throughout your school. IBM Time Equipment can give you the exact timing you need.

Regulated electronically—clocks, signals and all other units in the IBM Electronic Time System* operate in perfect synchronization. *No special wiring is required.* The units simply connect with your regular AC lighting line, keep accurate, uniform time to the second.

You may save money on installation and additions to this system. Units may be added or relocated without costly re-wiring. Thousands of schools, institutions, and industrial plants are using IBM Time Equipment for better timing.

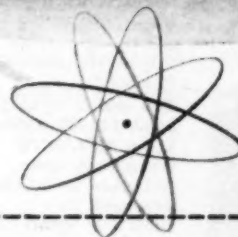
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Don Mills Road, Toronto 6

*Please send information on IBM's
Electronic Time System.*

Name _____

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**You
can't
buy
better
school
pencils**

Venus VELVETS are favourites with teachers and pupils. Venus VELVETS are strong because they're "Pressure-Proofed."

The lead is actually bonded to the wood. Venus VELVETS are smooth, crisp and clean in action. Try them . . . you'll buy them!

FOR HOMEWORK TOO!

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VELVET
PENCILS**

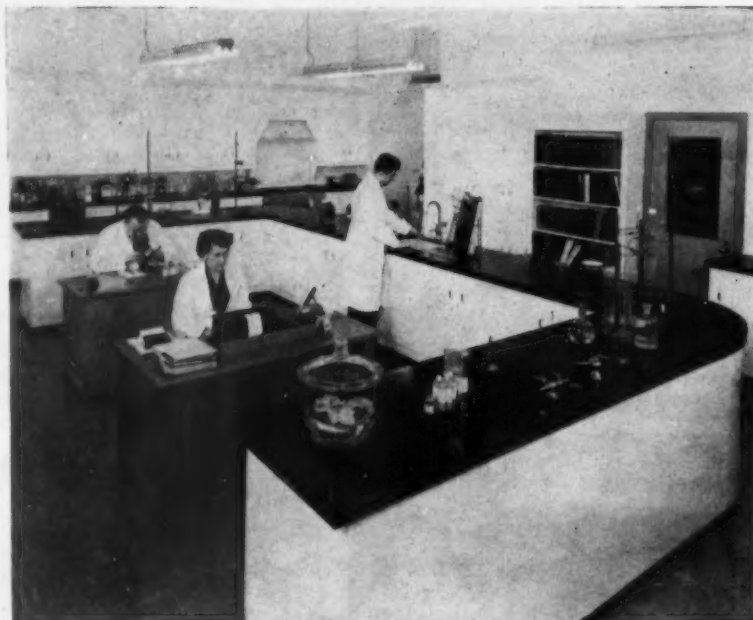
Venus Pencil Company, Ltd., Toronto, Ont.



**REAL
RUBBER
ERASERS!**

MANUFACTURERS and EQUIPMENT NEWS

G. H. WOOD & CO. OPENS NEW HEADQUARTERS BUILDING.



A view of the Scientific Testing Laboratory in the new G. H. Wood & Company Head Office Plant.

G. H. Wood & Company Limited, one of Canada's largest manufacturers of sanitation products, has completed the transfer of its head office and warehouse to a new and spacious plant just outside Toronto.

The ultra-modern building, which covers almost two acres and houses more than 260 employees, is situated at the foot of Zorra Avenue, Queensway, about 10 miles from downtown Toronto. It faces on the Queen Elizabeth Highway . . . a through route from Toronto to Hamilton.

The company, which also has factories in Montreal and Vancouver, plans to make this site permanent headquarters for its head office and main plant, and has provided for extensive expansion by acquiring approximately eight acres of surrounding property, much of which has already been landscaped.

The new building, in which the company plans to manufacture many new lines in addition to those already being produced, was designed by Toronto architect N. A. Armstrong. It is constructed of brick, concrete and steel and, with the exception of a small second floor area occupied by the research and testing laboratories, is of one-storey design throughout. In line with the modern trend, all basement areas have been eliminated.

In the arrangement of plant and warehouse, much thoughtful planning is in evidence. On entering from the general office one finds this section of the building bisected down its full

length by a wide passage-way with walls of concrete block from floor to roof. On the east of this corridor is the manufacturing division; on the west, the spacious warehouse and stockroom, where five large truck-loading docks speed the work of handling incoming and outgoing shipments.

To ensure the purity and uniformity of its products the company maintains a modern research and testing laboratory where highly qualified chemists sample all incoming materials and keep close watch on company products while in process of manufacture.

The G. H. Wood line comprises more than 200 products, most of which are manufactured by the company and sold under the slogan "Sanitation For The Nation". Included are pressure-packed products such as antiseptic soaps, toilet soaps, disinfectants, deodorizers and insect sprays and repellants . . . and package products such as bath salts, bubble bath, soaps, deodorizers, moth-killers and the extraordinarily successful "Lamorene" rug cleaner, recently launched through retail outlets in Eastern markets.

The G. H. Wood paper division, greatly enlarged in its new plant, now manufactures custom and stock design place mats, coasters, linenized hospital paper tray covers, lace paper doilies, and many other specialty papeteries. This division also handles the distribution of paper drinking cups, paper towels—folded and rolled—and soda fountain paper services.

For all plant and office employees the company provides morning and evening bus transportation, a bright, well-equipped cafeteria and a modern first-aid room with a full-time nurse in attendance.

Pyrene President W. B. Phillips Dies

Wallace B. Phillips, president of the Pyrene Manufacturing Company, Newark, N.J., which makes fire extinguishers and other fire-fighting products, passed away recently in New York.

Recognized as one of the country's leading industrialists, Mr. Phillips also had wide public-service interests. In 1940, he was a member of the American Red Cross set up in London to provide medical supplies for the British Red Cross. He was founder and first director-general of American Ambulance—Great Britain, which bought and operated 350 ambulances. Besides other naval intelligence posts, Mr. Phillips was Director of Special Information Services in Washington and London from 1941 to 1943.

For these, and other leaderships in commerce, in accident prevention, and in industrial safety, Mr. Phillips held the King's Medal "for services in the cause of freedom", and was an Honorary Commander of the Order of the British Empire.

Garland-Blodgett Limited Appoint General Manager for Canada

Russell A. Prowse, well known in the Canadian commercial cooking equipment field, has been named general manager of Garland-Blodgett Ltd., Toronto, Canada.

Announcement of the appointment and the new firm, was made jointly by John A. Fry, president of the Detroit-Michigan Stove Co., and Robert F. Patrick, president of the G. S. Blodgett Co. Inc.

The new organization will distribute and warehouse the products of both companies throughout Canada. The sales force will work exclusively through equipment dealers.

Prowse, who before the war was associated with the Marshall-Wells Co., Ltd., Winnipeg, was commercial refrigeration sales engineer when he left for military duty. Since 1946 he has been engaged in the sale of commercial cooking equipment.

International Business Machines Announce Executive Elections

Announcement has been made by Mr. G. H. Sheppard, President of International Business Machines Company, Limited, of the election of Mr. B. E. Smith as vice-president in charge of sales. Mr. Smith joined IBM in 1936 and was appointed general sales manager of the company in 1949. Announcement was also made of the promotion of Mr. J. C. King to the position of sales manager. Mr. King

Booth 35, Bigwin Inn
June 22-28, 1952

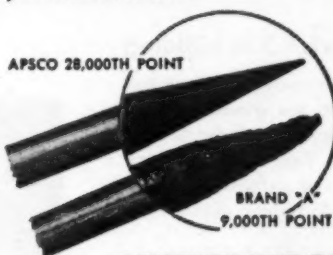
WHEN YOU SPECIFY



IT COSTS LESS

TO BUY THE BEST

You save up to 70% of your cutter replacement costs with Apsco pencil sharpeners. And Apsco saves money on pencil costs too, by giving you more points per pencil. Tests by leading independent laboratories* PROVE that, model for model, Apsco sharpens 2½ times more points than any other brands.



COMPARE THE POINTS!

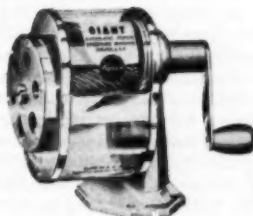
Unretouched laboratory photographs** show the sharpening superiority of APSCO's exclusive cutter design. Compare APSCO's 28,000th point with the 9,000th point of comparable competitive sharpener.

*United States Testing Co., Test Nos. 89388 and E-756;

**Pittsburgh Testing Laboratory, File No. 32999.1



Built for heavy usage with an all steel, double bearing frame, steel receptacle, extra heavy-duty cutters, cutter head with point adjuster and an all metal screw-on type handle.



Canada's favorite Pencil Sharpener. Single bearing. Sharpens all sizes of pencils.

AUTOMATIC PENCIL SHARPENER CO.

TORONTO

of Canada Ltd.

ONTARIO

Crystaplex DOME SKYLIGHT UNITS

THAT ADDS TO ARCHITECTURAL DESIGN

PROVEN by actual installation

Warden Avenue School
Scarboro, Ontario.
All R.C.A.F. Radar Units
Ontario and Quebec Provinces
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Albert Street School
Fredericton, N.B.
Savoy Plaza Apartment
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Bergman & Nelson Limited
Red Lake Rd. Ontario.
Kingston Separate School
Kingston, Ontario.
Fredericton High School
Fredericton, N.B.
City View Elementary School
Ottawa, Ontario.
Aylmer Public School
Aylmer, Ontario.

A new use for PLEXIGLAS in building

Crystaplex dome skylight units do away with dingy half lighting. Light-obstructing supports are eliminated when the material is formed into domes from a single sheet of shatterproof, watertight Plexiglas. Rain washes soot and grime away from the smooth curved surface. Installed in just a few minutes, Crystaplex skylights let in ALL the light.

Pre-fabricated by
CRYSTAL GLASS & PLASTICS LTD.

130 QUEEN'S QUAY AT JARVIS TORONTO, ONT. M5S 1A5
708 WALNUT ST. MONTREAL, P.Q. H3T 1Z2

joined the company in 1946 and was formerly sales representative in the Toronto office.

L. A. Watkins Appointed General Sales Manager for Ditto Incorporated

Ditto Incorporated, Chicago, Illinois, announces the appointment of Larry A. Watkins as general sales manager. Mr. Watkins will make his headquarters at the Company's main offices in Chicago, and will continue as vice-president and managing director of Ditto of Canada Limited, a position he has occupied for the past six years.

Formerly comptroller, Mr. J. S. Burk is the newly appointed general manager of Ditto of Canada Limited.

Appointed Director of Sales of Van-Wilson Equipment Company

Mr. H. L. Vansickle, Vice-President of the Van-Wilson Equipment Company Limited announces the appointment of Mr. J. L. Kirkhope as Director of Sales for the Company.

Mr. Kirkhope was born in Scotland and was educated there and at Cambridge, England. He served with the British and Indian armies during World War I, after which he entered the automobile industry and organized dealer territories in Burma and South Africa. In 1931 he joined General Motors, where he served as Truck

Manager. More recently he was Vice-President in Charge of Sales and Service, The Wells Corporation Limited, Windsor.

Mr. Kirkhope is a man of long and varied experience in the automotive industry. His ability will be of inestimable value to the many customers of the Van-Wilson Equipment Company Limited, Hamilton, Ontario.

New 1952 Monroe Folding Tables Catalog

The Monroe Company, Colfax, Iowa, is distributing a colourful, new 24-page 1952 catalogue to schools and other institutions.

The new catalogue features the Monroe de luxe folding pedestal banquet table, the most popular table in the Monroe line. Such special and exclusive features as the rigid chassis, non-tip design, storage ease, no knee interference, the exclusive locking design and pedestal installation among others are fully described and well illustrated. The theme around which this section in the book is designed is "Tomorrow's Tables Today" . . . tables which incorporate many exclusive features and are produced solely by The Monroe Company.

The catalogue features Monroe folding tables and benches, as well as folding chairs and other equipment.

The Monroe Company is family owned and has been under the continuous management of the same family for three generations, ever since its founding. Throughout these years, continued research has resulted in tables far advanced in style and construction. The Monroe Company's sales policy to institutions of all types is direct.

A copy of the new, 1952 Monroe catalogue may be procured by writing The Monroe Company, 108 Church St., Colfax, Iowa.

New Lightweight Carpenter's Vise

A new lightweight carpenter's vise which can be easily carried in an ordinary tool kit is announced by The Columbian Vise & Mfg. Co., Cleveland.

The vise, designated as No. 655, weighs only 2½ lbs. It can be fastened to any surface from ¾" to 2¼" thick. Jaws are of cast aluminum alloy construction with tool steel feed screws and guide pin. Jaw size is 5" x 5½" and jaws will open to 3". Top jaw gripping surface is 1½" x 5"; side jaw surface is 1½" x 5½". Vise is furnished with smooth jaw faces which are drilled so that wood face may be inserted if desired.

For complete specifications and additional data, write for Bulletin 655 CV. The Columbian Vise & Mfg. Co., 9021 Bessemer Ave., Cleveland 4, Ohio.

Why Glidden SPRAY-DAY-LITE *is the superior maintenance finish*

UNDER today's conditions, when every inch of space is required, and normal time for redecorating cannot be spared—Spray-Day-Lite is the answer.

Spray-Day-Lite can be applied by spray or brush with the minimum of interruption to normal routine. Dries quickly, requires no primer or size. Washes like a tile surface. In addition to the economy of being a one coat finish, Spray-Day-Lite soon pays its costs in light saving alone. In White and complete range of colours.

In addition to a wide range of interior and exterior wall finishes, enamels, lacquers, etc., for school decoration, Glidden manufactures a number of paint products specifically formulated to attain "Sight Perfection" in the school. These include:—

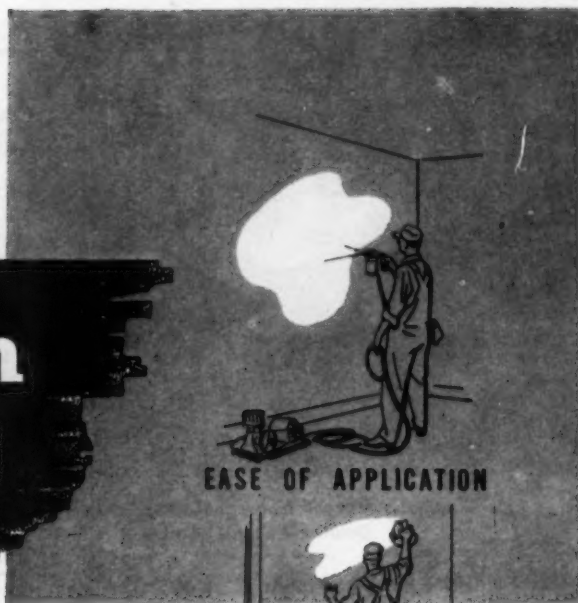
VISMATIC GREEN CHALKBOARD COATING

A green matte finish easily brushed or sprayed on both slate or composition blackboards to eliminate glare and greatly improve light diffusion and visibility.

SUNTAN WOOD STAIN & CELSYN LACQUER

For school desks and wood furniture. Celsyn Lacquer applied over Suntan Wood Stain produces a marproof surface of uniform color and suitable sheen for improved visibility.

Glidden Color Studios have long been recognized as a leading color authority in scientific school decorating. A close working relationship between educators and Glidden color consultants dates back to 1930. Thousands of schools, colleges and universities in the United States and Canada are using Glidden color schemes.



EASE OF APPLICATION



EASE OF CLEANING



SHORT DRYING PERIOD



DURABILITY



The Glidden Company Limited • TORONTO • MONTREAL • WINNIPEG



Slater Manual Training Benches in use at Dalewood School—Hamilton.

The Kiln-dried hardwood top is 21" x 40". Tool slots across one side keeps chisels, saws, etc., within easy reach. Two vises with metal jaws 4" x 7" each have hardwood faceplates. These are flush with bench surface projecting 1/4" above metal as protection for tool blades. The frame uprights are 4 structural steel angles that can be mounted to floor. For high schools the benches are 33" high. For grade schools benches are 30". Write for further details and prices.

SLATER

MANUAL TRAINING BENCHES

These functionally designed benches have proven their practical worth in Canadian schools from coast to coast since 1922.

N. SLATER COMPANY LIMITED
HAMILTON-CANADA

MONTREAL • WINNIPEG • EDMONTON • VANCOUVER

Acoustical Consulting Service Established

H. Goldin, P.Eng., of 394 Avenue Road, Toronto, has established a complete acoustical consulting service for architects, engineers, builders and building management.

This is understood to be the first full time acoustical engineering service of its kind in Canada. The service covers the entire field of architectural acoustics, sound reinforcement, noise isolation and associated problems encountered by builders and operators of such structures as theatres, auditoria, broadcasting stations, schools, churches, arenas, music studios and multiple dwellings.

Mr. Goldin was responsible for the acoustical design of all new Odeon theatres in Canada and other large theatres built in recent years by other companies. He has been consultant in the acoustical correction of such churches as St. Anne's, Hamilton, and St. Michael's at Chatham, N.B., in collaboration with Harold and Vigo Rambusch, of New York, and recently Lawrence Park Community Church and Knox Presbyterian Church, Goderich. Other projects for which Mr. Goldin provided the acoustical design included: studios of C.H.U.M., Toronto; C.H.L.O., St. Thomas; the Great Hall at Ridley College, St. Catharines; auditoria of Sick Children's Hospital, Toronto; Academy of Medicine, McMaster University and the Kitchener Memorial Gardens.

For 17 years he was on the technical staff of the Northern Electric Company where he was responsible for installation and maintenance of theatre sound equipment. After the war he organized the technical department of Gaumont-Kalee, (a unit of the J. Arthur Rank organization) where he remained as chief engineer.

Mr. Goldin has now established his own practice. He is a member of the Association of Professional Engineers of Ontario, the Acoustical Society of America, the Society of Motion Picture and Television Engineers, the Institute of Radio Engineers, the British Cinematograph Society, and the acoustic group of the Physical Society of Great Britain. He is the author of papers to the Society of Motion Picture and Television Engineers and the Institute of Radio Engineers, and has also written a number of technical articles on sound engineering and reproduction.

Spike Resistant Safety Rubber Mat Now Being Distributed in Canada

Pneu-Mat, a spike resistant, tough rubber woven matting which provides a soft cushion underfoot, is now available for industrial use as well as its original popular usage in golf club-houses. Woven from heavy strips of rubber impregnated fabric, it was made to withstand the wear and tear of golf spikes.

Proven over a number of years in golf clubs and hotels throughout the country, the hard-wearing qualities of Pneu-Mat will protect floors from abuse of trundling heavy machinery or hob-nail boots while providing a non-slip surface. Its cushioning characteristics make it ideal for eliminating fatigue for those who must stand at their work. Its non-slip surface provides a safe footing anywhere.

Available in various sizes from 20 inches to 4 feet wide by anywhere up to 80 foot lengths. Thickness of the runner is 3/8". Bound by a tough vinyl binding, all edges are flexible and soft. It can be reversed. Colours are standardized in grey-black. Canadian distributor is Gordon A. MacEachern, 15 Elm Street, Toronto, Ontario.

Drill Kit and Accessory Catalog

Portable Electric Tools, Inc., 320 West 83rd St., Chicago 20, Illinois, has just issued a new four-page catalog on electric drill kits. These kits combine their No. 1950 Zephyr model portable electric drill with various assortments of accessories to be used with the drill for buffing, cleaning, polishing, sanding, tool grinding and other operations. Each kit is complete with attractive finished metal carrying case. The catalog illustrates nine models and also gives description and prices for fifteen different accessories for this drill.

Readers may obtain a copy of this catalog by writing the manufacturer.

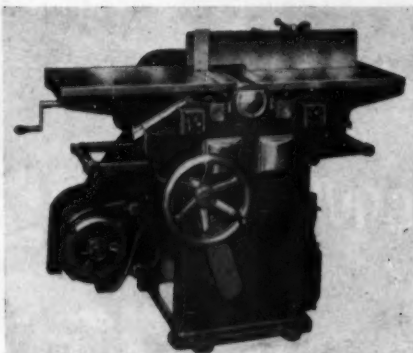
THREE APPLES FOR TEACHER!

HOLLOW CHISEL MORTISER

Figuratively speaking, these three new, English woodworking machines can be the surprise apples in your crafts shop—and not a worm in a bushel.

Measure them against comparable machines and you'll find they top them all!

ROTHLEY



COMBINATION
12" x 9" PLANER AND JOINTER

12" x 9" PLANER

FEATURING

Price Economy
Heavy Construction
Powerful Motors

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For Full Details

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COMFORT — STRENGTH and GOOD POSTURE

Go HAND-IN-HAND With The
"GLOBE" No. 49 Posturform DESK

Growing bodies entrusted in your care need all the assistance you can give them to grow straight and strong.

The new "POSTURFORM" Desks are built to withstand the rigors of daily classroom use. They are designed for good posture, comfort and strength, so that pupils sit at ease and alert.

From hundreds of teachers and trustees we have received enthusiastic praise, and delighted approval from children.

WRITE TODAY FOR PRICES AND
INFORMATION

CANADA'S LEADERS
in CHURCH and SCHOOL FURNITURE.



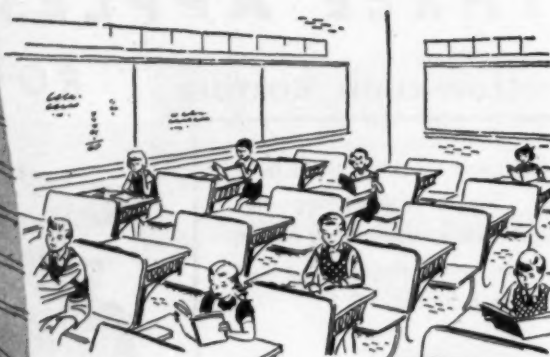
The Desk here shows a flat top, open book-box. Also made with lifting-lid book box, sloping top.

THE GLOBE FURNITURE CO. LIMITED **WATERLOO ONTARIO**



Interlake Paper Towels both Interfolded and Continuous Roll, are available. Order them by name—Interfolded Towels—Atlas & Simcoe Roll Towels—Peerless.

Contact your nearest Interlake Office today!



There are 9 students missing from this classroom. It could be coincidence . . . a religious holiday . . . or, quite possibly, the result of old fashioned washroom

facilities. When single towels are used by everyone, disease is easily spread.

Interlake Paper Towels are the sensible way to protect students from hand-borne disease. Highly absorbent and extra strong, Interlake Towels are used only once . . . by a single child . . . and then disposed of.



Interlake

Tissue Mills Co. Limited

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81 Robson St.
Schiff Paper Co. Ltd.

Ex. 4-7901
University 6-7295
24-530
Mo. 3692
3-2585

14-2

Lamorene, Wonderful New Rug and Carpet Cleaner

Lamorene, a new rug cleaning compound, has been cited by the famous York Research Corporation, official testing laboratory for the American Hotel Association, as the "Best rug-cleaning compound for home and industrial use we have found . . . after more than 1,000 tests with over 100 rug-cleaning products".

Most hard-to-remove stains such as those caused by lipstik, crayon marks, gum, tar, grease, food and drink spills

and many others, come out easily with Lamorene.

Used professionally by hotels, restaurants, theatres and airlines for the past three years in the U.S.A., prior to its introduction to the general market, Lamorene has been widely and enthusiastically acclaimed wherever it has gone.

Lamorene is not a liquid, foam, jelly, powder, soap or shampoo. It comes in a glass jar in 115 oz. and 60 oz. sizes. It is a semi-moist compound reddish in colour, that looks for all the world like damp snow.

Lamorene is merely sprinkled on the carpet, brushed in easily with a stiff-bristled long-handled brush, allowed to dry for 15 minutes or so and then vacuumed off, and soiled areas disappear.

Lamorene is safe to use. Tests have proved that it is non-harmful to all usual types of rugs and carpets in general use. It will not shrink rugs nor injure the skin. It restores the fluffiness and lustre to deep-piled and twist carpeting and will not cause rugs to mat down.

From the economy point of view, Lamorene is interesting, too. One large jar (115 oz.) size of Lamorene will dry-clean four 9' x 12' rugs, on the spot, for approximately a dollar per rug.

Lamorene is a combination of ingredients. Basically it consists of finely milled cellulose hardwood fibre mixed with synthetic detergents and hydrocarbon and chlorinated solvents. The liquid content dry cleans and dissolves virtually every type of soil while the damp cellulose fibre works just like a blotter and soaks up the dissolved dirt.

Lamorene is manufactured in Canada by G. H. Wood & Company Limited, Toronto, and distributed across Canada.

SCHOOL OFFICIALS . . .

Publish tender advertising for New Construction and Equipment to reach the construction industry. It assures widest circulation to general and sub-trade contractors, suppliers of materials and equipment. Rate 20c per agate line.

Member Audit Bureau of Circulation.



Official Publication, Canadian Construction Association.

Daily Commercial News and Building Record

34 ST. PATRICK ST.

TORONTO 2B, ONT.



Boys will be boys . . . and boys mean noise. So do girls, too, for that matter, and "classroom hum" can be a distinct obstacle to easy learning. In overcoming the noise problem, Donnacousti Sound Absorbing Tile performs a valuable service in hundreds of schools, recreation halls, auditoriums and other public places across Canada.

This Canadian-made acoustic tile effectively smothers sound before it can rebound and amplify . . . has the added advantage of excellent light reflection.

Investigate the proven features of Donnacousti Sound Absorbing Tile today. Ask any Alexander Murray office for details and literature. You'll find that . . .

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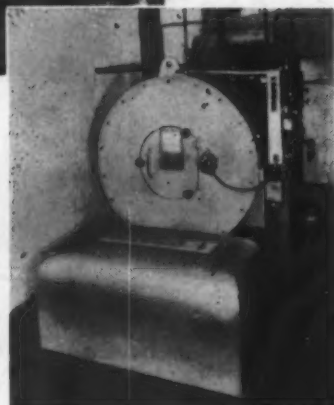
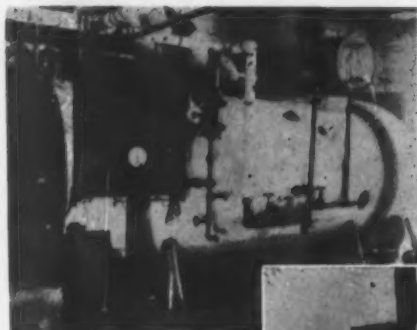


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57 Bloor Street West

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Henrietta, N. Y.

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